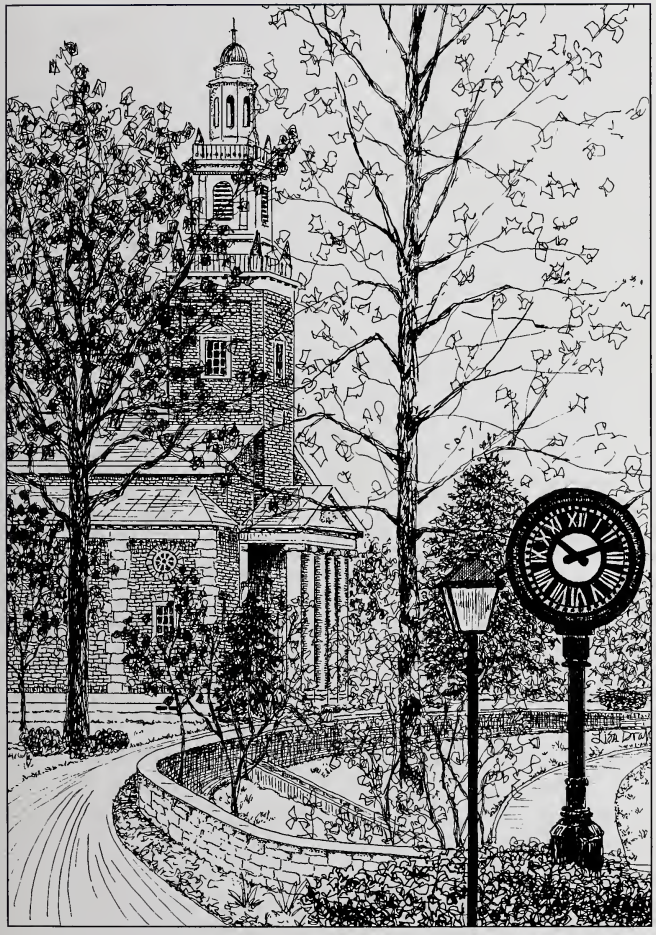
DENISON
UNIVERSITY



CATALOG 2001-2002

Denison University 2001-02 Academic Calendar

Fall Semester

August	27	Mon.	Registration and Classes Begin, 8:30 a.m.
September	28-30	Fri. – Sun.	Fall Parents Weekend
October	15-16	Mon. - Tues.	Fall Break
	18-19	Thurs. - Fri.	Board of Trustees Meeting
	19-20	Fri. - Sat.	Homecoming
	22	Mon.	Midsemester Grades Due
November	5-16	Mon. – Fri.	Pre-registration for Spring Semester
	20	Tues.	Thanksgiving Vacation Begins
	26	Mon.	Classes Resume - 8:30 a.m.
December	7	Fri.	Classes End
	8-9	Sat. - Sun.	Reading and Study Days
	10-11	Mon. - Tues.	Final Examinations
	12	Wed.	Reading and Study Day
	13-15	Thurs. – Sat.	Final Examinations
	16	Sun.	Residence Halls close, noon

Spring Semester

January	14	Mon.	Registration and Classes Begin - 8:30 a.m
	21	Mon.	Martin Luther King Day (no classes)
	25-26	Fri. - Sat.	Board of Trustees Meeting
March	6	Wed.	Midsemester Grades Due
	8	Fri.	Spring Vacation Begins - 5:00 p.m.
	18	Mon.	Classes Resume - 8:30 a.m.
April	1-12	Mon. – Fri.	Pre-registration for Fall Semester 2002-03
	12	Fri.	Honors Projects Due
	19-20	Fri. - Sat.	Board of Trustees Meeting
	26	Fri.	Classes End
	27-28	Sat. - Sun.	Reading and Study Days
	29	Mon.	Final Examinations
	30	Tues.	Reading and Study Day
May	1	Wed.	Final Examinations
	2	Thurs.	Reading and Study Day
	3	Fri.	Final Examinations
	4-5	Sat. - Sun.	Reading and Study Days
	6-7	Mon. - Tues.	Final Examinations
	11	Sat.	Baccalaureate Service - 5:30 p.m.
	12	Sun.	Commencement - 12:30 p.m.

May Term 2002

May	13	Mon.	May Term Begins
June	14	Fri.	May Term Reports due

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History and Purposes

History of Denison

Denison University is an independent residential college of some 2,000 students, 187 faculty members and more than 24,000 alumni. It attracts to its spacious small-town campus a national student body, together with a growing number of international students. Denison is a coeducational community of intellectual excellence and moral ideals.

The Denison of today bears little physical resemblance to the institution in its earliest years, yet there is an important continuity from those times to the present. From its beginning, the College has been committed to serving society's need for education. It has endeavored to be, in the words of its first trustees, "a useful Institution suited to the wants, and calculated to promote the welfare of, a rapidly growing and free country."

Founded in December 1831 by the Ohio Baptist Education Society, the school was originally known as the Granville Literary and Theological Institution; it held its first classes in the local Baptist church. A year later it was able to move to its intended farm site a mile west of the village, and its first three students were graduated in 1840. The name was legally changed to Granville College five years later. By 1854 the trustees had agreed not only to move the school to the present site on a hill overlooking the village, but also to name it Denison University in honor of William S. Denison, a resident of neighboring Muskingum County who had pledged $10,000 to a crucial endowment campaign.

By the term "university" the trustees then meant that Denison would offer several different courses of study, including work in the sciences leading to "the degree of Bachelor of Science, already adopted in some of the eastern colleges." Graduate programs leading to a master's degree were adopted in 1887, but by the late 1920s Denison became, by choice, solely an undergraduate institution.

Coeducation came about gradually as well. In December 1832 Granville saddler Charles Sawyer had founded the Granville Female Seminary on what is now Denison's Lower Campus. In 1861 those buildings were sold to the Young Ladies' Institute, a two-year-old Baptist-sponsored enterprise, and by 1866 some Institute women were welcomed in classes "on the hill." Renamed Shepardson College for Women in 1886 at the retirement of the Institute's beloved president, the Rev. Daniel Shepardson, this old "Upper Sem" became part of Denison University in 1900. In 1927 the two were merged under one board of 36 trustees.

Denison University Mission Statement

Our purpose is to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society. Through an emphasis on active learning, we engage students in the liberal arts, which fosters self-determination and demonstrates the transformative power of education. We envision our students' lives as based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and directed toward an engagement with the central issues of our time.

- Our curriculum balances breadth with depth, building academic specialization upon a liberal arts foundation in the arts, the sciences, the social sciences and the humanities. Responsive to new ways of learning, we continue to develop interdisciplinary integration of the many forms of knowledge. While our students pursue specialized learning in their chosen majors, they also develop the framework for an integrated intellectual life, spiritually and morally informed.
- Our faculty is committed to undergraduate education. As teacher-scholar-advisers, their principal responsibility is effective teaching informed by the best scholarship. Faculty members place a priority on close interaction with students, interactive learning, and partnerships with students in original research. Our low student/faculty ratio allows for close supervision of independent research and collaborative work in small groups and classes.
- We seek to ensure an ever-broader range of racial, ethnic, international and economic backgrounds in a student body of about 2,000 students. We offer different kinds of financial aid to meet the different needs of our students.
- The focus of student life at Denison is a concern for the whole person. The University provides a living-learning environment sensitive to individual needs yet grounded in a concern for community, in which the principles of human dignity and ethical integrity are paramount. Students engage in a wide range of co-curricular activities that address the multidimensional character of their intellectual and personal journey.
- Denison is a community in which individuals respect one another and their environment. Each member of the community possesses a full range of rights and responsibilities. Foremost among these is a commitment to treat each other and our environment with mutual respect, tolerance and civility.

Approved by the Board of Trustees of Denison University
April 24, 1999

Accreditation and Recognition

Denison is accredited by the Commission on Institutions of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. NCA is located at 30 North LaSalle St., Chicago, Ill. 60602 (Ph. 312-263-0456). Denison is certified by the Ohio Board of Regents to grant three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

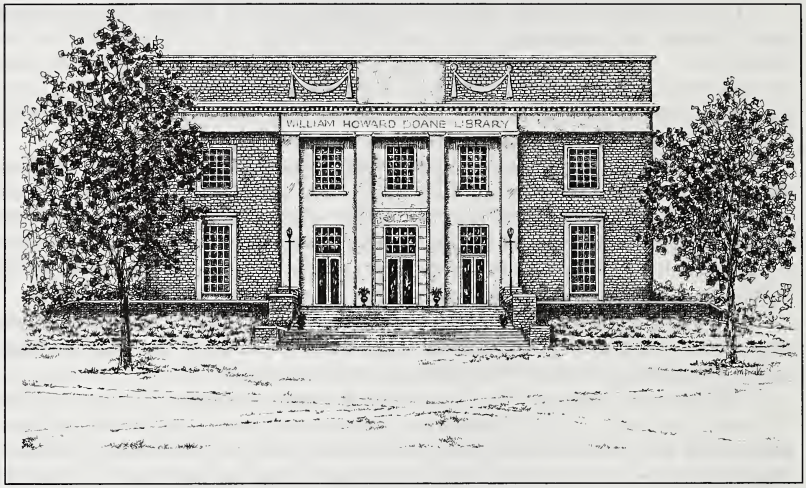
Denison's program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in chemistry.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

Denison is a member of the Great Lakes Colleges Association, the Association of American Colleges and Universities, the Ohio Colleges Association, the Association of Independent Colleges and Universities of Ohio, and several additional national and state associations.

Housing and Residential Life

Denison is a residential college and seeks to preserve that aspect of its liberal arts experience. Living within University residence halls is an integral and expected component of each student's Denison experience.



Denison at a Glance

Type of College: Coeducational, four-year independent college of liberal arts and sciences, founded in 1831.

Location: Granville, Ohio, 27 miles east of Columbus

Campus size: 1200 acres with a 350-acre Biological Reserve

Academic year: Semester system

Courses of study: 43

Optional May Term: Internships and travel seminars

Degrees offered: B.A., B.S., B.F.A.

Phi Beta Kappa chapter: Established 1910

Average class size: 20; student/teacher ratio: 11:1

Total full-time equivalent faculty: 187

Total undergraduates: approximately 2,000

Total alumni: 26,000

Endowment and similar funds: $480,000,000

The Academic Program

The concept of liberal arts embodies certain fundamental goals, among them breadth, depth, and independent thinking. Our commitment to a broad liberal arts education is expressed in the form of General and Major Requirements designed to structure the student's pursuit of these educational goals. Breadth refers to a set of experiences that introduces students to a wide range of content and modes of inquiry, offers a broad exposure to human culture, and cultivates a more informed understanding of our world from many perspectives. Depth refers to the development of the higher-order intellectual competencies that come primarily from the intensive study of a particular discipline, principally from the pursuit of a major. Independent thinking denotes the development of the capacity, embodied in the "liberal" or "free" person, to challenge assumptions and to create new ideas and meanings.

Graduation Requirements

☐ Earn 127 semester hours of credit;

☐ Earn a cumulative grade-point average of at least 2.0, both overall and in the major and minor fields;

☐ Take approximately 13 courses from a variety of areas of knowledge as a part of the General Education program;

☐ Major in some area — either in a department, a program, or an individually-designed area;

☐ Successfully complete a comprehensive experience in certain major fields;

☐ Reside at Denison for the two semesters of the senior year. To be a candidate for a Denison degree, a student must complete at least one-half of the required 127 credit hours in residence at Denison. To satisfactorily complete a major at Denison, at least one-half of the credit hours that fulfill major requirements must be completed in residence at Denison. To satisfactorily complete a minor at Denison, at least one-half of the credit hours that fulfill minor requirements must be completed in residence at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters in residence at Denison. Exceptions to these requirements may be made by the Registrar's Advisory Board. A course taken "in residence" is defined as any course scheduled by the Denison registrar and taught on the Denison campus, or any course scheduled by the Denison registrar and taught off-campus by a full-time Denison faculty member. This policy prescribes a university-wide *minimum* residence requirement; individual departments may have stricter requirements.

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts candidates.

Assessment of Academic Programs

Under the guidelines set forth by the North Central Association of Colleges, Denison is establishing a set of programs to evaluate the achievement of our educational goals. These programs will continually assess the outcomes of student learning in terms of the stated objectives of the general education program and the major.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The *maximum number of* credit hours which may be taken in the major by the end of the junior year is 32. Hours in the major in excess of 32 at the end of the junior year will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science degree may pursue coursework in any of the following fields: Biology, Chemistry, Biochemistry, Geology, Mathematics or Computer Science, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts degree will major in studio art or theatre and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

Including two First-Year Seminars, candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit from General Education courses outside the fine arts, including one General Education course in each division of the sciences, social sciences, and humanities. In addition, a student will take a minimum of 15 credit hours from the following areas, other than the major area of concentration: art history, dance, music, theatre, cinema, and studio art. With approval of the major department chairperson, a course in creative writing might also be used. BFA candidates in Theatre and Studio Art may be required by their departments to fulfill additional general education requirements.

Double Degrees

Denison students may earn two degrees during their undergraduate career. For further information, contact the Registrar.

General Education Requirements

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In some cases courses from the General Education area must be taken in the first or second years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

☐ **First-Year Seminars Requirement: 2 courses**

See page 94 for a full description of the First-Year Program Seminars.

☐ **Textual Inquiry:**

A course that has as its primary focus the close analysis and interpretation of one or more texts. Courses that fulfill this requirement will have as their primary focus text or texts considered in relation to antecedents, setting and rhetorical strategies.

☐ **Critical Inquiry:**

A course in which students will critically analyze philosophical and religious questions central to the heritage of Western and non-Western civilizations. Courses that fulfill this requirement will challenge students to respond critically to questions and assumptions central to human existence, issues that traditionally have occupied a central place in the philosophical and religious heritage of Western and non-Western civilizations.

☐ **Social Inquiry:**

A course that introduces the social-scientific study of political, social, or economic issues in the modern industrial world. Courses that fulfill this requirement will consider methodological and conceptual issues fundamental to the paradigm(s) in the discipline.

☐ **Scientific Inquiry:**

Three courses, including one in the life sciences (Biology or Psychology) and one in the physical sciences (Astronomy, Chemistry, Geology, or Physics.) The third science course can be an additional one-semester course in a life or physical science; it can be an appropriate one-semester college-level course in the Mathematical Sciences; or it can be a cross-disciplinary science course.

☐ **Artistic Inquiry:**

Two courses in Studio Art, Art History, Dance, Music, Theatre, or Cinema. This requirement can be fulfilled with approved studio or "participatory" courses. Use of accrued "participatory" credits to satisfy this requirement must be done in consultation with the appropriate departmental chairperson and the Registrar. For example, one Artistic Inquiry may be fulfilled by completing two dance technique courses or three semesters of private music lessons (same instrument) or three semesters of a music ensemble (same ensemble).

☐ **Minority/Women's Studies:**

A course that focuses on some aspects of the experience, identity, and contributions of women and minority groups in 20th century America. Oftentimes, these courses will explore the nature and effects of discrimination against women and minority groups in America and/or the ways in which historical factors have shaped women's and minorities' participation in American life.

☐ **Foreign Language:**

There are a variety of ways to demonstrate the required skill in foreign language.

(1) You receive credit and waiver for the language requirement if you score 700 or higher on a College Board Achievement Examination in any foreign language.

(2) You receive credit and/or waiver for "adequate" performance on a College Entrance Examination Board Advanced Placement Test. "Adequate" performance is determined by the department.

(3) Denison requires that every student complete the first three semesters or the equivalent in one foreign language. All entering students who have studied a foreign language must take the appropriate placement test during the orientation period. If a student intends to continue a language begun in high school or for which there was other preparation, the placement test determines how many, if any, semesters of that language are necessary.

An appropriate course from at least two of the three following categories:

☐ **American Social Institutions:**

A course that focuses on one or more social structures or institutions in America and the principles that shape them. Usually, courses fulfilling this requirement will investigate how American society has formed particular structures and institutions — identifying their origins, powers, consequences, merits, defects and potential for being changed.

☐ **Western Studies:**

A course that focuses upon one or more aspects of the origins and development of Western Civilization through the nineteenth century.

☐ **Non-Western Studies:**

A course that investigates the historical, aesthetic, religious, social, political, economic, or ecological foundations and accomplishments of a human society outside the West. Courses fulfilling this requirement will strive to develop an awareness of the nature, causes

and consequences of cultural diversity among the populations of the world.

☐ **Oral Communication Requirement:**

Proficiency is required and may be demonstrated by passing a special test administered to first-year students by the Communication Department or the Department of Theatre. First-year students are strongly urged to take this test. Students who do not demonstrate proficiency through the test may take one of the following courses to fulfill the requirement: Communication 101, 221, 222 or 223; Theatre and Cinema 121, 123.

Please Note:

Only two courses from any single department can be used to fulfill the General Education requirements. A course as referred to above may be for either three or four credit hours.

Candidates for the B.A. degree are permitted no more than 32 hours in the major by the conclusion of the junior year. Hours in excess of 32 at the conclusion of the junior year will *not* normally be counted toward graduation.

Candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit in General Education outside the fine arts, including at least one General Education course from each division: sciences, social sciences, and humanities.

Departmental and Interdepartmental Majors

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. For some majors this may require completion of a comprehensive examination or culminating learning experience. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the junior year.

Art History
Art Studio
Biochemistry
Biology
Black Studies
Chemistry
Cinema
Classical Civilization
Communication
Computer Science
Dance
East Asian Studies
Economics
Education
Educational Studies
English Literature
English Writing
Environmental Studies
French
Geology
German
History
International Studies
Latin
Mathematics
Media Technology and Arts
Music
Philosophy
Philosophy, Politics and Economics (PPE)
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Spanish
Theatre
Women's Studies

The particular requirements are described under Courses of Study in this Catalog. Concentrations in Neuroscience, Latin American and Caribbean Studies or Queer Studies may be developed in several majors listed above. Please contact the Registrar or other appropriate liaisons for additional information.

submit to the Registrar a typed proposal with appropriate departmental approval no later than the first Friday of the semester. Directed studies are normally taken for 3 or 4 credits. The form required for Directed Studies can be obtained from the Office of the Registrar.

Independent Study

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and other options for individual study is that an individual faculty member works with the student only prior to the initiation of the study (or at its very beginning) and at the completion of the study. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project that constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Academic Affairs Council. Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Genetics of Sarracenia," "Internship at Warner Amex Qube," "Creativity and the New York Musician," and "Behavioral Studies of the Primates of the Peruvian Amazon."

Senior Research

A student may enroll for Senior Research in his or her final year at Denison. Normally, senior research requires a major thesis, report or project in the student's field of concentration and carries eight semester-hours of credit for the year. It may be converted to an Honors Project, with the approval of the faculty sponsor for the project, if application is made prior to the fifth week of the second semester. Semester hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major. The form required for Senior Research can be obtained from the Office of the Registrar.

Honors Project

Any senior whose record shows at least a 3.4 grade-point average and who has earned the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit hours toward graduation and the possibility of graduation with Honors. Please note carefully the explanation on the next page dealing with Graduation with Honors. The form required for Honors Projects may be obtained from the Office of the Registrar.

Special Academic Honors

The Dean's List

A student earning a superior academic average is placed on the Dean's List. Notice of this accomplishment is sent to the student's hometown newspaper(s).

Academic qualifications for inclusion on the Dean's List require that a 3.5 academic average be maintained for the semester, with no D's, F's, U's, I's, W's, WD's, WF's or WP's, and that a minimum of 12 academic hours be completed for a grade.

Phi Beta Kappa

The Denison University chapter of Phi Beta Kappa was established in 1910. Election to Phi Beta Kappa takes place during the second semester of the senior year and is based primarily on a record of outstanding academic achievement. Election is also possible during the second semester of the junior year for a student whose academic record is truly exceptional.

Graduation With Honors

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

Highest Honors — Summa Cum Laude

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department (or appropriate committee in the case of an interdepartmental major).

High Honors — Magna Cum Laude

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive an A grade on their honors project or who earn a cumulative grade-point average of 3.8 and receive a B grade on their honors project. The recommendation of the major department, or appropriate committee in the case of an interdepartmental major, also is required for graduation with High Honors.

Honors — Cum Laude

This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive the recommendation of their major department (or appropriate committee in the case of an interdepartmental major) or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in

departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

President's Medals

Each spring at the Academic Awards Convocation the President awards special medals to outstanding graduating seniors who have made especially good use of their undergraduate education and have contributed substantially to the community. The range of accomplishments the President seeks to acknowledge and honor are comparable to those associated with the winners of a major national scholarship such as the Rhodes or Marshall. The preeminent criterion for receipt of a President's Medal, Denison's most prestigious award, is academic achievement. In addition, candidates must embody some combination of the following: service to the community, contribution to the arts, enlargement of the community's global perspective, athletic fitness and achievement, leadership ability and contribution to community discourse.

Registration & Academic Regulations

Registration

Registration is the formal enrollment in the College. In registering, the student subscribes to *all* the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, confirm registration *in person* during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours. Continued use of the reduced registration option could have ramifications for financial aid eligibility.

Excess Registration

The payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular Denison student to 18 credit hours in that semester. See Annual Cost section of Catalog for the fee, billing, and payment arrangements if taking

more than 18 hours in any semester. With extenuating circumstances and evidences of careful planning, a student may petition twice during the Denison career to take 20 hours and waive the excess hours fee. Any such request must be made prior to the beginning of the semester in question.

Additional Credit

A student may request, with the consent of the instructor, to take a course for an additional hour of credit. The nature of the additional work that the student must do in order to receive the additional credit, and how that work will be evaluated, must be clearly outlined in the petition. Usually instructors award one grade, but may choose to assign different grades to the regular course and the additional project.

A student whose petition for additional credit is granted may not ask to drop that credit after the deadline for dropping courses has passed.

Partial Registration

A regular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or fewer academic semester hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. *Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition.* A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.

Special Registration

Special registration is open to persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work. *A special student* may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Board. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing can be terminated.

Changes in Registration: Adding of Courses

A student may add courses or credits to his or her registration during the first two weeks (10 class days) of a semester. The student should consult with the adviser and must have the consent of the instructor. The appropriate documentation must be filed promptly.

Changes in Registration: Dropping of Courses

A drop of a course or credit may be permitted through the end of the fourth week of classes by submitting to the Office of the Registrar a properly completed change of registration form. During the first collegiate semester, first-year students may drop a course until the conclusion of the ninth week. Please note that excess hour fees and applied music lesson or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University.

Change of registration after the stated deadlines requires action of the Registrar's Advisory Board. The decision of the Registrar's Advisory Board is final.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Board and, with a resulting decision of reinstatement, normally carries a *minimum* penalty of $50 and other disciplinary sanctions as deemed appropriate.

Statement of Petition Policy

On the advice of the Registrar, students may petition the Registrar's Advisory Board for exceptions to rules concerning academic policies and procedures. However, the Board will consider only those petitions that are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action. *The decision of the Registrar's Advisory Board is final.*

While for some students the interpretation of this statement may mean that they will need to submit their petitions a year or more in advance of graduation, for all students it will mean that petitions relating to the successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of the last day of classes in the semester immediately preceding the student's last semester at Denison. *Specifically, no petitions by seniors seeking substitutions or waivers of General Education requirements will be entertained after this deadline.*

Attendance Policy

It is expected that students will attend and participate in all regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. The student is responsible for all information, discussion, and conceptual analysis that take place during classes. Absenteeism may result in the reduction of one's final grade.

Academic Dishonesty

Every Denison student is expected to know and uphold University standards in matters of academic honesty. Students who practice academic dishonesty assault their own integrity as well as that of the University. Behavior which is in direct violation of these standards is discussed in the student handbook. Each Denison student is expected to be familiar with this policy. Please note that violations may result in suspension or expulsion from the University.

Student Classification

Classification of students is determined by the amount of academic credit earned.

First-Year Standing — A student is classed as a first-year student unless he or she is deficient in more than one unit of preparatory work.

Sophomore Standing — A student must have earned 26 semester-hours of credit.

☐ Junior Standing — A student must have earned 60 semester-hours of credit.
☐ Senior Standing — A student must have earned 90 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) and in good academic standing shall be eligible to participate in all college and intercollegiate activities. *The student whose scholastic record falls below a 2.0 average will not be permitted to participate in intercollegiate athletics.*

First-year students are eligible to participate in intercollegiate athletics during their first semester.

Credit Earned by Advanced Placement Testing

Incoming First-Year students and Transfer students who score a 5 or a 4 on a College Entrance Examination Board Advanced Placement Examination may receive academic credit for their scores.

Incoming First-Year students and Transfer students should claim such earned Advanced Placement credit within one semester of enrolling at Denison. Beyond this one-semester time limit, re-testing or other similar certification procedures may be required.

Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit *prior to* or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Board. Students considering off-campus work (especially summer school work) must confer with the Registrar. Credit earned in disciplines other than those in the Denison curriculum will not normally be accepted. The University has no obligation to award transfer credit for course work that has not been approved in advance.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not award credit for work below "C" on transfer from another institution. Students who have received the prior approval of the Denison Off-Campus Study Office will have their grades earned at the program site appear on their Denison record. The grades will not be included in GPA calculations.

Extension or Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above).

Courses taken by correspondence or by audio or video cassette are *not* accepted for credit at Denison.

Withdrawal From the College

To withdraw from the school a formal report must be signed by the instructor and the student's adviser and presented to the Registrar. No record will be made if a student receives permission to withdraw from school before the end of the fourth week of classes. A student who withdraws from school without official permission will receive a grade of F (failure) on his or her permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Registrar's Advisory Board.

In addition, a student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the Associate Dean of Student Affairs and arrange for an official withdrawal. No grades will be recorded if a student withdraws from the college before the end of the fourth week of classes. Between the fourth and seventh weeks, grades of "W" will be recorded. Except in cases of illness and/or exceptions granted by the Registrar's Advisory Board, grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison after the seventh week of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll or re-enroll any student.

Withdrawal from the University at any time is official only upon written notice to the Office of Student Affairs. A request to the Registrar for a transcript or failure to participate in room lottery is not considered withdrawal from the University.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled in order to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. First-year students register early by personal conference on campus, by telephone conference, or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic adviser before beginning to attend class.

Registration

The student's Personal Data Form must be deposited at the designated location for the use of the Office of the Registrar. In submitting this form, the student confirms that satisfactory financial arrangements have been made with the Cashier's Office and that he or she has properly registered for courses.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A-	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B-	2.7 for each credit-hour.
C+	2.3 for each credit-hour.
C	(Fair) 2.0 for each credit-hour.
C-	1.7 for each credit-hour.
D+	1.3 for each credit-hour.
D	(Passing) 1.0 for each credit-hour.
D-	.7 for each credit-hour.
F	(Failure) 0 for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 for each credit-hour.
U	(Unsatisfactory) 0 for each credit-hour.
WD	(Withdraw)
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 for each credit-hour.
NG	(No Grade Reported).
WV	(Waiver of Course or Requirement).

PR (Progress) Course in progress (usually final mark is to be determined at conclusion of course sequence).

Plus or minus grades given before the fall semester, 1976-77 are not reflected in the grade-point averages.

Incomplete Grade

An incomplete grade in a course may be granted only with permission from the Registrar's Advisory Board. The student shall petition the Board, giving the reasons for the desired extension of time. The statement must be signed by the instructor of the course and the student's adviser. All such requests must be submitted prior to the last day of scheduled classes for the semester.

Should an incomplete grade be granted, completion of the work must be accomplished by the end of the sixth week of the following semester, or any time previous, as prescribed by the instructor.

Satisfactory/Unsatisfactory Evaluation

Juniors and Seniors may elect to take one course per semester on a satisfactory/ unsatisfactory basis with the mutual agreement of the instructor and department

chairperson involved. Courses in the major or minor field cannot be completed on an S/U basis unless it is the regular grading method for that particular course. A few courses are offered to everyone on an S/U basis, and such courses are not included in this restriction.

Departments reserve the right of refusal of the S/U grading pattern for courses fulfilling General Education requirements. It should be further understood that the student should perform at a level equivalent to a "C" or above in order to receive a grade of "S". Grades of "C-" and below will automatically be recorded as "U". Students must decide by the fifth week of the semester whether or not to take a course on an S/U or grade basis. After that time the grading basis cannot be changed.

Academic Probation/Suspension

When a student's academic performance is less than what is minimally expected by the University, he or she will be placed on Academic Discipline. The following designations are used by the University in such instances.

Academic Probation occurs when a student's cumulative average is less than 2.00. Students placed on Academic Probation are expected to be in good standing within two semesters.

Continued Academic Probation is designated when a student previously on Academic Probation has been successful in removing a portion of the deficiency but not the entire deficiency. Students on Continued Academic Probation are expected to be in good standing by the conclusion of their next semester.

Suspension occurs when a student earns less than a 2.0 semester average while on Academic Probation or Continued Academic Probation. A student may also be suspended when he or she fails to gain good standing after being on Continued Academic Probation. Performance of less than 1.0 for the semester will result in suspension regardless of the student's cumulative average.

Deferred Suspension occurs when a suspended student has been reinstated. Students on Deferred Suspension will be given conditions that must be fully met during the next semester in residence in order to remain eligible for enrollment. For procedures for seeking deferred suspension, please see "Eligibility for Re-enrollment." Students who have a quality point deficiency in excess of -8.0 may be placed on deferred suspension even though they fit the criteria listed above. Such judgments are made by the Registrar's Advisory Board and are done as an effort to assist the student to regain good academic standing. Sophomore and junior students on Academic Probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Board. This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit hours earned. These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university, or can present evidence of a maturing nonacademic experience, may petition the Registrar's Advisory Board for reinstatement. In nearly all cases, a student is expected to demonstrate some degree of academic improvement by taking course work elsewhere.

This petition must be submitted to the Office of the Registrar at least 14 days before the opening day of classes. Should the student be readmitted, he or she must meet all the conditions of the Registrar's Advisory Board or face suspension again.

A former student who was in good academic and social standing when he or she left the College may be readmitted to Denison by writing to the Office of Student Affairs and by repayment of the enrollment deposit.

Matriculation Requirement

To be a candidate for a Denison degree a student who enters Denison as a first-year student must complete at least 64 credit hours of the required 127 at Denison, and a transfer student must complete a minimum of 64 semester hours at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison. Exceptions may be made by the Registrar's Advisory Board.

Special Student

A special student may normally not register for more than 8 credit hours of academic work except by permission from the Registrar's Advisory Board. A special student desiring credit must submit appropriate credentials to the Office of the Registrar. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing may be terminated.

Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation.

Library, Computing Services and Information Resources

As a member of the Five Colleges of Ohio consortium, Denison University offers access through a combined online catalog to a collection of over 1.2 million volumes. The automated catalog can be reached from computers anywhere on campus via the fiber optic campus network. A daily delivery service and shared electronic databases are other consortial features available to students, faculty and staff. In addition, Denison has joined the OhioLINK state consortium so that library users will have access to Ohio's rich and diverse library holdings.

The Denison Library, housed in the William Howard Doane Library and the Seeley G. Mudd Learning Center, offers both traditional and automated services and collections. In addition to the online system, reference assistance for conventional and electronic sources, library instruction, interlibrary loan service, archives, and a comprehensive Learning Resources Center are available. On-campus collections include more than 350,000 volumes, 315,000 government documents, 1200 periodical subscriptions, 18,000 sound recordings and 4,000 video cassettes.

More than 175 microcomputers in eight student clusters, about 200 computers in department labs, and network outlets available to every student living in a residence hall, provide 24-hour access to computing resources and the campus network. In

addition to the library, network services include central multi-user computers and servers, hundreds of software packages, a campuswide information service, e-mail, and access to the Internet and the WorldWide Web. About half of Denison's students own computers. Purchase programs are available; inquire via the Internet at *info@denison.edu or check the Web at http://www.denison.edu*

Denison is committed to providing information resources in all formats. Increasingly, these resources are electronic and digital in nature. Computing Services and the Library have developed an Information Resources initiative to offer new services and resources and to provide instruction in their use. The Denison WEB home page *(http://www.denison.edu)* provides links to information about campus academic, social, cultural, and athletic opportunities and links to the World Wide Web.

Courses of Study

Fulfillment of graduation requirements assumes at least a 2.00 grade-point average in the major and/or minor.

Art

Faculty

Associate Professor L. Joy Sperling, Chair

Professors George J. Bogdanovitch; Associate Professors Ronald Abram, Karl Sandin, L. Joy Sperling; Assistant Professors Joanna Grabski, Michael Quintero, Kok Fooi Yong (part-time)

Majors in Art

The art department offers two majors: Art History (B.A.) and Studio Art (B.A., B.F.A.). Studio Art majors and Art History majors must complete the required 100 level courses for each major (Art Studio: Art 110 and Art 121 or Art 141; Art History: Two 100-level art history courses) before the end of the second year.

Junior Day

All juniors in Studio Art and Art History are required to make a formal 5-10 minute presentation of current work or research, along with a statement about why the work is important to them and why they have taken it in a specific direction. The presentation is made to the faculty and to the students' peers as a "mini-symposium" once during the Fall semester of the Junior year. A Spring symposium will be held to accommodate students who are off campus for the Fall semester.

Senior Symposium

This is a single Art Department Symposium at which both Art History and Art Studio seniors make a formal presentation on their work/research to an invited audience. This symposium is held in the Denison Art Gallery on the afternoon of the opening of the Senior Exhibition each Spring semester.

Miscellaneous Information

Students who plan to major in Art History or Studio Art are required to seek an adviser/mentor within the Art Department at the time of their decision to major. Students who decide to major in Studio (B.A.) are required to present a portfolio to their adviser in the department to assist in the planning of their art curriculum. Candidates for the B.A. in Studio are expected to notify the Office of Academic Support of the change or addition of advisers.

Candidates for the B.A. in Art History are strongly advised to acquire a reading knowledge of languages relevant to areas of interest.

Candidates for degrees in Studio Art and Art History should expect to work three clock hours per week outside of class for each credit hour of a course.

ART HISTORY MAJOR: REQUIREMENTS, B.A.:

1. Ten courses: eight courses in Art History, including two 100-level Art History courses, which must be taken before the end of the student's second year; at least one course from each of the following areas: Ancient - Renaissance, 19th Century & 20th Century, and African (two courses from each area are *highly* recommended); two 100-level Studio Art courses; and Methods of Art History and Art Criticism (Art 380).
2. A limit of two courses towards the major may be taken outside the department (including off-campus programs) and at least six Art History courses must be taken at Denison.
3. Senior Research Paper: Majors must complete a substantial research paper by mid-second semester, senior year and participate in the Senior Symposium as described above. Research topics are to be arranged between the student and adviser. Deadlines and style guide information are available from the Art office.

STUDIO MAJOR: REQUIREMENTS, B.A.:

1. Twelve courses: Eight courses in Studio, including Art 110 and either Art 121 (handbuilding section) or Art 141, which must be taken by the end of the student's second year. Majors are advised to take Art 141. Six other courses are required, two of which shall be taken in the student's area of concentration and at least one of which must be a 300-level course. Four courses in Art History: Art 155 and Art 156, and a course in 20th Century Art (Art 270, Art 275, Art 282, Art 283, or Art 284). The other Art History course may be selected by choice from Art Department offerings.
2. A limit of two courses towards the major may be taken outside the department. This includes off-campus programs.
3. Senior Project: Seniors are required to take the Visual Arts Practicum (Art 401) during each semester of the Senior year in conjunction with a 300-level course in the area of concentration (e.g. Painting III, Printmaking III, Sculpture III, Ceramics III, Photography III, or a 300-level Drawing course). All Studio Art majors are required to enroll for two credit hours in a 300-level course *and* 2 credit hours in Art 401. All 300-level courses are repeatable. A senior project proposal is required in writing, as well as an Artist's Statement. Both first draft documents must be submitted by the third week of the first semester of the senior year.
4. Senior Exhibition: (B.A. and B.F.A.) Participation in a Senior Exhibition is also a departmental requirement. If work is not juried into the group Senior Exhibition in Burke Hall, an individual Senior Exhibition in the Student Gallery of Cleveland Hall is required. In this case, a student will receive no higher than a "C" grade in his or her area of specialization and Art 401-Visual Art Practicum. Majors are strongly encouraged to show their work in the Student Gallery at least once during the junior or senior year.
5. Studio majors (B.A. and B.F.A.) are required to participate in the Art Department Senior Symposium as described above.

STUDIO MAJOR: REQUIREMENTS, B.F.A.:

Students desiring a B.F.A. degree should discuss their intentions with a member of the Studio Art faculty as soon as possible. Students must submit a portfolio

for review by hanging a show in the Student Gallery of Cleveland Hall by Friday of the second week of the Second Semester of the Junior year, or as soon as possible after declaring an Art major. Students may submit their portfolio before the Junior year if they so choose. Upon acceptance of the portfolio and admittance into the B.F.A. program, the department will notify the Registrar. B.F.A. students are also subject to periodic review of their Studio work by the Art faculty.

1. Thirteen courses in Studio Art taken as follows: Art 110 and either Art 121 (handbuilding section) or Art 141 must be taken by the end of the student's second year. Majors are advised to take Art 141. Eleven other courses in Studio with at least two courses taken in the student's area of concentration and at least five advanced level (300-level) courses. Four Art History courses including Art 155 and Art 156 and a course in 20th Century Art (Art 270, Art 275, Art 282, Art 283, or Art 284) along with one other Art History course selected by choice from Art Department offerings.
2. A minimum of four courses (16 credit hours) from the General Education courses outside the Fine Arts, including one course from each in the Sciences, Social Sciences, and Humanities.
3. A minimum of 15 credit hours from related arts must be chosen from Dance, Music, Theatre or Cinema.
4. A limit of two courses towards the major may be taken outside the department. This includes off-campus programs.
5. Senior Project: Seniors are required to take the Visual Arts Practicum (Art 401) during each semester of the Senior year in conjunction with a 300-level course in the area of concentration (e.g. Painting III, Printmaking III, Sculpture III, Ceramics III, Photography III, or a 300-level Drawing course). All Studio Art majors are required to enroll for two credit hours in a 300-level course AND 2 credit hours in Art 401. All 300-level courses are repeatable. A senior project proposal is required in writing as well as an Artist Statement. Both first draft documents must be submitted by the third week of the first semester of the senior year.
6. Senior Exhibition: (B.A. and B.F.A.) Participation in a Senior Exhibition is also a departmental requirement. If work is not juried into the group Senior Exhibition in Burke Hall, an individual Senior Exhibition in the Student Gallery of Cleveland Hall is required. In this instance, a student will receive no higher than a "C" grade in their area of specialization course and Art 401-Visual Art Practicum. Majors are strongly encouraged to show their work in the Student Gallery at least once during the junior or senior year.
7. Studio majors (B.A. and B.F.A.) are required to participate in the Art Department Senior Symposium as described above.

Studio Art Minor

A minimum of six courses (five in Studio and one in Art History) should be taken as follows: Art 110, either Art 121 (handbuilding section) or Art 141, three elective Studio courses (one elective must be a 200-level Studio course), and one of the following Art History courses: Art 156, Art 282, Art 283, or Art 284. A limit of two courses towards the minor may be taken outside the department. This includes off-campus programs.

Art History Minor

A minimum of six courses (five in Art History and one in Studio Art) should be taken as follows: one 100-level Art History course; at least two from the following areas: Ancient to Baroque; Eighteenth to Twentieth Century; and Africa, South Pacific and the Americas; two elective Art History courses; and Art 110 or Art 121, or Art 141 for the Studio Art course. A limit of two courses toward the minor may be taken outside the department. This includes off-campus programs.

Course Offerings

History of Art Courses

154—ARTS OF AFRICA, OCEANIA, AND THE AMERICAS. This course examines the diverse arts of Africa, Oceania and the Americas in light of historical, sociocultural and aesthetic contexts. It also explores the key theoretical issues in the portrayal and interpretation of the arts of these areas. **Grabski. 4**

155—ARTS OF THE WESTERN WORLD: ANCIENT TO MEDIEVAL. A general survey of the arts from the Ancient to Medieval times. **Sandin. 4**

156—ARTS OF THE WESTERN WORLD: RENAISSANCE TO THE PRESENT. A general survey of the arts from the Renaissance to the present. **Grabski, Sperling. 4**

157—HISTORY OF ASIAN ART SURVEY. Survey of the arts of India, China, Japan, and Southeast Asia emphasizing works in their historical, religious, and social context. **Staff. 4**

199—INTRODUCTORY TOPICS IN ART. A general category used only in the evaluation of transfer credit.

251—GREEK ART. A survey of Greek art and architecture from the Geometric through Hellenistic periods, in the context of the principal events and themes of Greek history. **Sandin. 4**

252—ROMAN ART. A survey of Roman art and architecture from the Italo-Etruscan through Late Roman phases. Emphasis on social function of art in Augustan and Late Roman society. **Sandin. 4**

253—EARLY MEDIEVAL ART. A survey of Early Christian, Migration, Hiberno-Saxon, Merovingian and Carolingian art and architecture in the context of Mediterranean art. **Sandin. 4**

254—ROMANESQUE AND GOTHIC ART. A survey of Ottonian, Romanesque, Early and High Gothic art and architecture and its place in medieval European culture. Emphasis on developments in France from ca. 1080-1350. **Sandin. 4**

255—NORTHERN RENAISSANCE ART. A survey of Northern European art from Late Gothic France, the Netherlands and Reformation Germany in the context of late medieval society. **Sandin. 4**

256—EARLY CHRISTIAN AND BYZANTINE ART. A survey of the minor arts, book art, mosaics, frescoes and architecture of the Byzantine Empire from the foundation of Constantinople in 324 A.D. to its conquest by the Turks in 1453 A.D. **Sandin. 4**

257—EARLY RENAISSANCE ART. A survey of Italian art and architecture from the 13th, 14th, and 15th centuries. Emphasis on change and continuity in relation to Classical, Late Antique and Medieval Mediterranean art and society. **Sandin. 4**

258—HIGH RENAISSANCE ART. A survey of Florentine, Roman and Venetian art and architecture ca. 1480-ca. 1520 and the tradition of Renaissance humanism. **Sandin. 4**

259—BAROQUE ART. A survey of Barooque Art in Italy, Spain, Holland Belgium, Germany and France. **Sandin, Sperling. 4**

262-263—STUDIES IN ART HISTORY. **Staff. 4**

270—HISTORY OF PHOTOGRAPHY. A survey of the history of photography from its invention in 1839 to the present day. Emphasis is placed on the examination of cultural context and the changing functions of photography in the modern world. **Sperling. 4**

275—ART IN AMERICA-COLONIAL TO 1939. A survey of American art from the early colonial period to World War II. Particular emphasis is given to the cultural context of American art and to the patronage problems facing early American artists. **Sperling. 4**

281—19TH CENTURY ART. A survey of 19th century art from the Age of Revolutions to the beginnings of Abstraction. Issues of the Academy and the Avant Garde, patronage, taste and the function of art in society will be discussed. **Sperling. 4**

282—MODERN ART-1900 TO 1939. A survey of 20th century art from Cezanne to the beginnings of Abstract Expressionism. This class focuses on the changing idea of the Avant Garde and the form and theory of modern art. **Sperling. 4**

283—CONTEMPORARY ART. A survey of Contemporary Art from 1945 to 1970. This class focuses on the American art scene from Abstract Expressionism to Pop Art, Minimalism, and the taking of art out of the gallery space. **Sperling. 4**

284—POSTMODERN ART. This class focuses on the art scene since 1970. Particular attention is given to the effects of recent theory and art criticism on today's artists. **Sperling. 4**

291—ART OF JAPAN. A survey of Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Staff. 4**

292—ART OF CHINA. A survey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. The course provides an opportunity to work with the Denison collection of Chinese art. **Staff. 4**

295—REPRESENTING AFRICA ON FILM. An examination of ethnographic/documentary film dealing with Africa as well as contemporary cinema produced by African filmmakers. This class accords particular attention to the perspectives of African filmmakers as agents in the representation of cultures, social realities, and histories in Africa. **Grabski. 4**

296—ARTS OF THE SOUTH PACIFIC. An examination of the diverse arts and cultures of the South Pacific. This course focuses on objects, concepts and practices from Polynesia, Melanesia, Micronesia and Australia as well as the portrayal and interpretation of arts from this geographical region in other areas of the world. **Grabski. 4**

297—POWER AND POLITICS IN AFRICAN ART. This course examines the diverse arts of Africa from the perspectives of politics and power. The scope of this course ranges from precolonial to postcolonial times, considering a selection of Africa's great historical kingdoms and politically informed art in Africa today. **Grabski. 4**

299—INTERMEDIATE TOPICS IN ART. A general category used only in the evaluation of transfer credit.

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics or history and criticism. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

380—METHODS OF ART HISTORY AND ART CRITICISM. This class analyzes the development of the disciplines of Art History and Art Criticism from the 18th to the 20th centuries. Several methodologies will be discussed and students will have the opportunity to work in various methodologies. This class is for senior Art History majors only or by permission of instructor. **Sperling. 4**

399—ADVANCED TOPICS IN ART. A general category used only in the evaluation of transfer credit. **Staff. 4**

400—SENIOR PROJECT. To be used for preparation of senior research paper in second semester of senior year. **Staff. 3**

403—GALLERY AND MUSEUM WORKSHOP. This course prepares students for work in a small museum or art gallery. Various practical aspects will be demonstrated (framing, matting, installation) as well as administrative skills, such as acquisition, filing, general gallery correspondence, and record keeping. Time will be spent on cataloguing and installing an exhibition of objects from the Denison Collection. Prerequisite: permission of instructor. **Staff. 4**

408—ART HISTORY SEMINAR. PROBLEMS IN ART HISTORY. Specialized topics in art history. Topics announced as class is offered. Prerequisite: permission of instructor. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Studio Courses

110—DRAWING I FOUNDATION. A studio course in the fundamentals of drawing in several media. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing. **Abram, Staff. 4**

115—PAINTING I FOUNDATION. An exposure to the painting process with an emphasis on drawing and design. Historical and contemporary approaches to painting technique will be covered in readings and discussion and by working with painting materials. **Bogdanovitch, Staff. 4**

117—PHOTOGRAPHY I FOUNDATION. An introduction to the functions of cameras, films, developers, and lenses, taking photographs, developing the negatives and printing. The photographic philosophy and process will be approached from historical and contemporary viewpoints with problems in light, form, texture, and composition. **Yong, Staff. 4**

121—CERAMICS I FOUNDATION. A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential. **Quintero. 4**

131—PRINTMAKING I FOUNDATION. As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: lithography, intaglio, screen printing or relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print. **Abram. 4**

141—SCULPTURE I FOUNDATION. This course is based in three areas of concentration. A student will be led to the sculptural idea through experiments in 3D design, historical and contemporary approach to sculptural philosophy through discussions and slide presentations and finally through a confrontation of basic materials and sculptural processes. Media: plaster, concrete, wood and metal. Safety glasses required. **Quintero. 4**

199—INTRODUCTORY TOPICS IN ART. A general category used only in the evaluation of transfer credit.

210—DRAWING II. Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increased capacity for responsive seeing and a deeper understanding of drawing as a total medium. Prerequisite: 110 or consent. **Abram, Staff. 4**

211-212—LIFE DRAWING. Study from the human figure in charcoal and other media with emphasis on structure in line, value, and color. Prerequisite: 110 or consent. **Bogdanovitch, Staff. 4**

215-216—PAINTING II. Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consent. **Bogdanovitch, Staff. 4**

217—INTERMEDIATE PHOTOGRAPHY. A continuation of Art 117 with emphasis on increasing technical and visual proficiencies with black and white photography. Attention will be placed on generating, evolving and completing a cohesive body of work. Prerequisite: 117 or consent. **Yong, Staff. 4**

221-222—CERAMICS II. Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming skills and functional vessel forms. Different firing and glazing methods including electric, gas, raku, and salt kiln experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or consent. **Quintero. 4**

231-232—PRINTMAKING II. Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **Abram. 4**

241-242—SCULPTURE II. Emphasis on individual creativity and conceptual development, coupled with good craftsmanship and further technical knowledge. Media: plastics, cement, metal, wood. Prerequisite: 141 or consent. Safety glasses required. **Quintero. 4**

264-265—STUDIES IN STUDIO ART. **Staff. 4**

299—INTERMEDIATE TOPICS IN ART. A general category used only in the evaluation of transfer credit.

313-314—LIFE DRAWING WORKSHOP. Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture, and graphics. Prerequisite: 211-212 or consent. **Bogdanovitch. 4**

315-316—PAINTING III. Continued painting experience. Prerequisite: 215. **Bogdanovitch, Staff. 2 or 4**

317—ADVANCED PHOTOGRAPHY. A continuation of Art 217. Students also are directed into a critical analysis of photography from a theoretical, technical and historical perspective and are introduced to the medium format camera. Prerequisite: 117, 217 or consent. **Yong, Staff. 2 or 4**

321-322—CERAMICS III. This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 121, 221, or consent. **Quintero. 2 or 4**

331-332—PRINTMAKING III. Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student. Prerequisite: 231-232. **Abram. 2 or 4**

341-342—SCULPTURE III. Prerequisite: 241-242. Safety glasses required. **Quintero. 2 or 4**

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ART. A general category used only in the evaluation of transfer credit.

400—SENIOR PROJECT. Studio, B.A., B.F.A. To be used for preparation of senior project. **Staff. 3**

401—VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts. Majors are required to enroll in the Visual Arts Practicum twice in their senior year (2 credits) in conjunction with a 300-level course in their area of specialization (2 credits). This class is for Studio Art majors only or by permission of instructor. **Staff. 2**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Astronomy

Faculty

See Physics Department

Departmental Guidelines

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and may be used to satisfy one course of the physical science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics with a minor in Astronomy and is encouraged to consult early with faculty in the Physics and Astronomy Department. See Physics Department section.

Minor in Astronomy

Minimum requirements for a Minor in Astronomy are Physics 125 or 200, 126, 127, 220, 305, 306 and 312p, Astronomy 100, at least two upper division Astronomy courses totaling 4-8 credits, and Mathematics 123 and 124. (Students who have taken Physics 121-2 should consult with the Chair about requirements.) The experimental course, Physics 312p, will be modified to reflect the student's interest in Astronomy. Early consultation with the department is strongly advised. See the Physics Department section of the catalog.

Course Offerings

100—CURRENT TOPICS IN ASTRONOMY. This course is designed primarily for the non-physics major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory each week. *No previous training in physics or college mathematics is required.* Offered each semester. **Staff. 4**

199—INTRODUCTORY TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

299—INTERMEDIATE TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

311-312—SPECIAL TOPICS IN ASTRONOMY. This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing or consent. **Staff. 3 or 4**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: Physics 122/consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Biology

Faculty

Professor Tom D. Schultz, Chair

Professors Kenneth P. Klatt, Philip E. Stukus; Associate Professors Eric C. Liebl and Juliana C. Mulroy; Assistant Professors Fardad Firouznia, Warren Hauk, Jessica E. Rettig, Geoffrey R. Smith, Catherine L. Smith, Becky Talyn, Robert Thorn

Departmental Guidelines

The Department of Biology provides a comprehensive foundation in concepts and skills across the breadth of biology through an introductory core of four courses that span the first two years of the major, and which prepares students for a deep exploration of sub-disciplines and research methods through subsequent advanced courses. The core covers the major concepts of biology and basic skills in acquiring and processing information, problem solving, and analyzing data. Our program then allows students the flexibility to explore specific areas of biology in depth through a suite of advanced courses in which they can apply their knowledge and skills.

The major prepares students for graduate and professional schools (including pre-medical, pre-dental and pre-veterinary studies), while allowing students the flexibility to design the program that best suits their specific interests and career goals. In addition, biology majors are offered the opportunity to collaborate with faculty in research and laboratory instruction; to present exceptional work at professional meetings; to edit and publish in the department's *Denison Journal of Biological Sciences*; and to participate in the management of the 350-acre Biological Reserve. Related programs in Medicine, Dentistry, Medical Technology, Forestry, Natural Resources, are described under Pre-Professional Programs.

Students may complement their major in biology through study off-campus. Denison University is a member of several consortia that offer course credit through off-campus programs. Those with course offerings relevant to Biology students include: the School for Field Studies, the SEA Semester, the Organization of Tropical Studies, the Duke University Marine Laboratory, the Semester in Environmental Science, the Oak Ridge National Laboratory, the Institute for Study Abroad, Denmark's International Study Program, and the Associated Colleges of the Midwest Wilderness Field Station. The Department of Biology is committed to awarding credit for courses offered through these programs that provide a sufficient focus on biological concepts and methods. With prior approval from the department, a maximum of two off-campus courses may be credited as advanced electives and counted toward the requirements of the major.

The Richard C. and Linda G. Seale Scholarship provides support to qualified Denison students for participation in summer courses at the Duke University Marine Laboratory. Financial aid may be available for other off-campus programs.

Courses for Non-Majors

Non-majors are invited to take Modern Topics in Biology (100), a course designed to explore scientific inquiry and biological concepts through specific topics in the instructor's area of expertise. Human Anatomy and Physiology (251) is also offered to non-majors and students in other majors requiring this course. Plant Biology (101) or General Zoology (102) may be taken to fulfill the Life Sciences laboratory course requirement in the General Education Program, but it is highly recommended that such students have some prior experience in science.

Requirements for Biology Majors

Students majoring in Biology (B.A. or B.S.) are expected to complete four core courses including Plant Biology (101) and General Zoology (102) in their first year, and Cell and Molecular Biology (201) and Ecology and Evolution (202) by the end of their sophomore year. In addition, the major requires four or five (depending on the degree sought) 300-level advanced courses. A student may substitute two semesters of Senior Research (451-452) for one of the advanced 300-level courses. The four core courses are intended to provide a comprehensive foundation across levels of organization within biology as well as provide a broad exposure to biological diversity. Advanced courses are intended to provide depth in specific topics and advanced research skills. Any combination of advanced courses may be taken to provide a concentrated preparation in a specific discipline or a broader survey of advanced topics. It is strongly recommended that majors consult with a Biology advisor in order to design the most appropriate suite of advanced courses for that student.

Participation in the junior year assessment and senior interview are requirements for the major in Biology.

Bachelor of Arts in Biology

Requirements for the Bachelor of Arts degree in Biology include eight courses in Biology distributed as above, and one year of Chemistry (Chemistry 121-122). If a student completes two semesters (eight credits) of Senior Research, seven courses in Biology are required (excluding Minor Problems, Directed Study, Independent Study or Senior Research).

Bachelor of Science in Biology

Requirements for the Bachelor of Science degree in Biology include nine courses in Biology (excluding Minor Problems, Directed Study, Independent Study or Senior Research), one year of chemistry (Chemistry 121-122), and five semesters of additional mathematics or science. Biology majors may take any combination of cognate lab science courses to fulfill the requirement; however, no more than three of the courses may be from the same department. Biology majors preparing for medical school or most graduate programs are advised to take Organic Chemistry (Chemistry 223-224), General Physics (Physics 121-122), and Calculus (Math 123). If a student completes

two semesters (eight credits) of Senior Research, eight total courses in Biology are required.

Minor in Biology

The Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete Plant Biology (101), General Zoology (102), Molecular Biology (201), and Ecology and Evolution (202). In addition, the minor in Biology must include two courses at the 300 level (excluding Minor Problems, Directed Study, Independent Study, Senior Research in Biology, and Honors Research in Biology).

Biology and Environmental Studies

Students with an interest in both Biology and Environmental Studies may pursue a major in Biology with a minor in Environmental Studies, or a major in Environmental Studies with a concentration in biology. Students are advised to choose the programmatic path that best suits their post-graduate goals, and to seek early consultation with faculty in Biology or Environmental Studies.

Course Offerings

Introductory Courses

100—MODERN TOPICS IN BIOLOGY. This course for non-majors is intended to promote scientific literacy and quantitative reasoning. Topics will vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. life science requirement. Biology 100 may not be counted toward the major in biology. Three class periods weekly plus laboratory. **Staff. 4**

101—PLANT BIOLOGY. In Plant Biology students are introduced to the basic biology and diversity of organisms historically considered plants. Laboratory and lecture topics include: the form and function of plants (including their component cells and tissues), regulation of growth and development, nutrition and transport, and interactions with their environments. An evolutionary survey of the major divisions of plants, algae, and fungi provides a comparative framework for understanding diversity. Laboratories involve direct observations of plants and their structures, as well as field excursions around campus or at the Biological Reserve. Four class periods and one laboratory weekly. **Firouznia, Hauk. 4**

102—GENERAL ZOOLOGY. This course is devoted to the question of how animals work. The course uses an evolutionary and comparative approach to examine animal structure and function. Laboratory and lecture topics include: cell metabolism, reproduction, genetics, locomotion, endocrine and nervous systems, circulation, gas exchange, homeostasis, and an evolutionary history of animals. The laboratories involve experimentation and the use of statistics, as well as studies of live specimens of the major phyla of the Animal Kingdom. Four class periods and one laboratory weekly.
Rettig, Schultz, C. Smith, G. Smith, Talyn, or Thorn. 4

201—CELL AND MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed. Prerequisite: Biology 101 and 102 or consent of instructor. Chemistry 121 pre- or co-requisite. Four class periods and one laboratory weekly. Safety glasses required. **Klatt, Liebl, C. Smith, or Stukus. 4**

202—ECOLOGY AND EVOLUTION. This course explores the fundamental concepts of ecology and evolution and integrates them in a study of the interactions between organisms and their environment and how those interactions shape the history of life on Earth. With a thorough understanding of population genetics and natural selection, this course addresses ecological questions at the level of the individual, population, community and ecosystem. A common thread that binds the course is the role of deterministic and stochastic

processes in shaping ecological systems and macroevolutionary patterns. Prerequisite: 101 and 102. Four class periods and one laboratory weekly. **Firouznia, Hauk, G. Smith or Schultz. 4**

251—HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology, with an emphasis on how human physiology is affected by aging, disease, and medical treatment. Laboratories will be a mix of anatomy, simple experiments (mostly on ourselves), and comparisons with other mammals to point up the common and the unique features of human physiology. This course is intended for non-majors seeking to fulfill the G.E. requirement in life science or to meet requirements of other majors. Biol 251 may not be counted toward the major in Biology. Three class periods weekly plus laboratory. Not offered in 2001-2002. **Thorn. 4**

Advanced Courses

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: Chemistry 224 and 226 or 228 and Biology 201. Three class periods weekly plus laboratory. Safety glasses required. First semester. **Kuhlman or Sokolik. 4**

312—HERPETOLOGY. An in-depth study of the evolution, anatomy, physiology, behavior and ecology of amphibians and reptiles. Lectures will focus on major conceptual issues in herpetology, with examples drawn from the worlds herpetofauna. Laboratories will focus on field identification, natural history, ecology and behavior of species native to the northeastern U.S. Laboratory exercises will make extensive use of the diverse herpetofauna of the Denison University Biological Reserve and surrounding area. Prerequisite: Biology core. Not offered in 2001-2002 **G. Smith. 4**

313—VERTEBRATE FIELD BIOLOGY. In this course we investigate the biology of vertebrates. In particular, we will be considering the many ways in which vertebrates interact with and respond to their environment, and thus this course will emphasize the evolution, ecology, and physiology of vertebrates. Laboratories will focus on the biology of local vertebrates, and will consist of field and laboratory exercises, as well as field research projects. We will make extensive use of the Denison University Biological Reserve. Prerequisite: Biology core or consent. Spring semester. **G. Smith. 4**

315—GENERAL MICROBIOLOGY. An introductory course in microbiology emphasizing the general structure, occurrence and types of bacteria, molds and viruses, as well as their cultivation in the laboratory. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is placed on the fundamental techniques of isolating, culturing and staining of bacteria. Numerous self-designed investigative labs, and a semester-length research project are an integral part of the laboratory experience. Prerequisite: Biology core or consent. Lab coat required. **Stukus. 4**

316—ADVANCED MICROBIOLOGY. An advanced seminar course in microbiology in which topics vary each semester. The readings consist of scientific papers from the primary literature. The laboratory portion of the course involves advanced techniques in microbiology. Prerequisite: Biol 315 or consent. Lab coat required. Not offered in 2001-2002. **Stukus. 4**

320—PLANT SYSTEMATICS. In Plant Systematics students learn how major groups of vascular plants are classified, named, and identified. We study 50 plant families in detail including tropical and temperate representatives (using living plant material whenever possible), learn how to use keys and floras to identify local species, and learn how to find information about plants in traditional and electronic sources. Understanding evolutionary relationships among the families studied is a central theme. This course provides important background for students planning to do fieldwork in ecology, plant-animal interactions, environmental education, and related subjects. Prerequisites: Biology core or consent. Second Semester. **Hauk. 4**

324 — DEVELOPMENTAL BIOLOGY. Every multicellular organism begins its life as a single cell. Developmental biology is the study of the progression from this single cell to a complex, multicellular organism. Recently the powerful tools of molecular biology have linked the fields of embryology and genetics to reveal how cells, tissues, organs, and organisms develop. Especially striking is the conservation of molecules and mechanisms that underlie developmental processes in different organisms. This course provides an overview of the major features of early embryonic development in animals and the mechanisms (molecular mechanism when known) that underlie them. We focus on two major aspects of developmental biology: (1) How is the basic body plan established? How does the basic organization of the embryo arise from the fertilized

egg? What are the cellular mechanisms underlying morphogenesis and the appearance of patterned structures in the embryo? (2) How do parts become different in the embryo? Prerequisite: Biology core or consent. First semester. **Klatt. 4**

325 —GENETICS. This course provides a detailed and up-to-date understanding of genetics, an appreciation of how genetics affects our lives everyday from the supermarket to the doctors office, and a realization of the applications of genetics to virtually every discipline of biology. We focus on three major areas of genetics: (1) Molecular genetics: Thinking about genetics on the DNA level everything from DNA sequencing to mutagen testing. (2) Mendelian genetics: Thinking about genetics on the gene level - everything from inheritance to recombinational mapping. (3) The application of both molecular and Mendelian genetics to study biological processes: We start by seeing how genetic techniques can be used to dissect almost any biological process and end up answering questions such as: How does genetic disease screening work? How are genes cloned from complex organisms such as mice or even humans? How does gene therapy work? In the laboratory we carry out both molecular experiments and classical genetic experiments. Prerequisite: Biology core or consent. Second Semester. **Liebl, Talyn. 4**

327—BIOLOGY OF INSECTS. In this course we will explore the world of insects and their interactions with other species. Our central focus will be to survey insect diversity and explore how various orders, families, and species are adapted through evolution to their specific environment. But we will also use that diversity as a lens through which we will examine major concepts in biology. Topics of discussion will be drawn from readings in Nature, Science, and the primary literature and will include the following; plant-insect coevolution, mating systems, anti-predator defenses, eusocial behavior, parasitism, disease transmittance, insect conservation, and control of agricultural pests. Laboratory will include field studies of insects at the Denison University Biological Reserve and the preparation of a collection. Prerequisite: Biology core or consent. Not offered in 2001-2002 **Schultz. 4**

332 —PLANT PHYSIOLOGY. The overall objective of this course is to give a broad understanding of the major topics in plant physiology. Plant physiology is an interdisciplinary field that focuses on how plants function. Major topics include photosynthesis, water relations, transpiration, and hormonal regulation of growth and development. There will be emphasis on the experimental nature of the field, and on hypotheses formulation and testing, and critical evaluation of data. Prerequisite: Biology core. First semester. **Firouznia. 4**

334—ANIMAL PHYSIOLOGY. This is a comparative study of how animals use cell membranes and hormones to coordinate responses within and between different organ systems. We'll use a wide variety of animal examples to explore the physiology of the neuromuscular, cardiovascular, respiratory, digestive, and osmoregulatory systems. The diversity of examples will highlight how different solutions have evolved to address common problems, and underscore the pivotal role of physiology in understanding animal behavior, development, and ecology. The laboratory will spotlight the physiology of nervous, muscular, and endocrine regulation, with an opportunity for students to design a physiology experiment that interests them. Prerequisite: Biology core. Second semester. **Thorn. 4**

340—ANIMAL BEHAVIOR. A study of the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include the genetics, ontogeny and neural basis of behavior as well as strategies of habitat choice, foraging, defense, courtship, parental care and sociality. The laboratory will include several multi-week experiments designed to test hypotheses concerning behaviors observed in the field and lab. There will be a strong emphasis on data analysis and interpretation, and use of the primary literature. Prerequisite: Biology core or consent. Not offered in 2001-2002. **Schultz. 4**

341—IMMUNOLOGY. A general course in immunology, with the major emphasis being on a description of the cellular immune responses in animals. The basis of immunogenetics and immunochemistry shall be developed. Allergic phenomena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the course will involve training in: immunotitration, immunoelectrophoresis, preparation of anti-sera, response of lymphocytes to mitogens and measurements of cytotoxicity. Prerequisites: Biology core or consent. Safety glasses required. Not offered in 2001-2002. **Klatt or Smith. 4**

345—ADVANCED CELL BIOLOGY (INTRACELLULAR SIGNALLING). This course was designed as an in-depth study of intracellular signaling within mammalian cells. The mechanisms by which signals are transduced from the cell surface to the nucleus as well as regulation of key components in signaling pathways will be addressed. In addition, the significance of aberrant regulation to tumorigensis or other disease states will be discussed. Prerequisite: Biology core or consent. Safety glasses required. First semester.**C. Smith. 4**

355—ADVANCED SEMINAR IN BIOLOGY (INVERTEBRATE ZOOLOGY). This course presents important biological concepts by examining a set of animals, the invertebrates. Through lectures, class discussions of primary literature, field research projects, and lab exercises, we will explore the basic biology of these animals, examine various ecological factors that these animals must contend with, and conduct a systematic survey of the major invertebrate groups. We will also consider the relationships, beneficial and harmful, between invertebrates and humans. **Rettig. 4**

356—ADVANCED SEMINAR IN BIOLOGY (INTRODUCTION TO NEUROSCIENCE). This course is a survey of Neuroscience, and is divided into 3 portions. Beginning with an overview of the philosophical and historical contributions to modern neuroscience, we then examine the structure and function of neurons and how they communicate within the nervous system. From this cellular perspective, we then study basic anatomy of the brain and spinal cord. In the second section, we study some sensory and motor systems and examine the ways in ;which these systems unfold during ontogeny. Finally, brain-behavior relationships are investigated, including hormonal control of behavior, learning & memory, neuropathology, and addictive behavior. Separate laboratory section required for Biology credit. Prerequisite: Biology core or consent. First semester. **Thorn. 4**

370—CONSERVATION BIOLOGY. This course will address the biological concepts and methods that are applied to the determination, preservation, and management of biodiversity. Students will learn and practice methods of estimating species diversity and habitat assessment using local habitats and biota. This course will also examine human-induced threats to biodiversity, environmental ethics, and the policies designed to conserve species. Specifically we will focus on how biological research informs management decisions. Prerequisite: Biology core or consent. Not offered in 2001-2002. **Schultz. 4**

380—ADVANCED EVOLUTIONARY BIOLOGY. This course builds on Biol 202 and completes an in-depth survey of evolutionary theory with emphasis on processes that drive organismal change. We examine how molecular technology has impacted the study of evolutionary processes, and how new methods of analysis are changing the study of population genetics, phylogeny construction, adaptive radiation, etc. Through the course, emphasis is placed on integration of all biological disciplines under the paradigm of evolution. Prerequisites: Biology core. Not offered in 2001-2002. **Hauk. 4**

401—ADVANCED BIOCHEMISTRY. This is a topical course the content of which will vary from year to year. In general, a detailed look at a variety of recent biochemical topics will be examined through readings of the primary literature. Laboratory will offer an in-depth semester long research experience. May be counted as an advanced elective toward the major in Biology. Prerequisite: Biology core and Biol 302. Second semester. **Staff. 4**

451-452—SENIOR RESEARCH. For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser. In certain cases this course may become individual work for Honors. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Senior research which serves as a partial fulfillment for Honors. **Staff. 4**

Other

199—INTRODUCTORY TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

299—INTERMEDIATE TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

361-362—DIRECTED STUDY. A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

390—MINOR PROBLEMS. A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 1-2**

399—ADVANCED TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

483—CURRENT LITERATURE IN BIOCHEMISTRY AND MOLECULAR BIOLOGY. Student-led presentations of the recent biochemical/molecular biological literature, accompanied by instruction in finding and critically examining information resources in the biochemical sciences. May not be counted as an advanced elective toward the major in Biology. Prerequisite: Biol 302. Second semester. **Staff. 2**

Black Studies

Associate Professor John L. Jackson, Director
Associate Professor Toni King, Joint Appointment with Women's Studies

Faculty: Myron Beasley, Suzanne Condray, Susan Diduk, Joanna Grabski, Herman Graham, Desmond Hamlet, John Jackson, Toni King, Linda Krumholz, Kent Maynard, James Pletcher, Sandra Runzo, Donald Schilling, Pamela Scully, Bahram Tavakolian, Anita Waters.

Guidelines

The Black Studies Program invites students to investigate the Black experience as it manifests itself in Africa, North America, the Caribbean, and in other parts of the African diaspora. While the Program's primary focus is the study of the Black experience in North America, fundamental to this enterprise is a recognition of the triangular relationship between Africa, the Caribbean and the United States.

The Program seeks to serve the general needs of the college by providing course offerings across the full range of academic divisions. At the same time, it is designed to meet the specialized interests of students through an interdisciplinary major and minor.

The Black Studies curriculum is administered by a faculty committee and the director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with the director of the Center for Black Studies. Students wishing to major or minor in Black Studies should contact the director of the program.

A Major in Black Studies

A Black Studies major requires a minimum of 32 credit hours and the completion of a senior research project. The senior research project should be designed in consultation with the director of Black Studies. The expectation is that field research or field experience will comprise a significant portion of the senior research project. A wide range of field opportunities in local Black communities is available to students through the Center for Black Studies.

There are three core courses in Black Studies, required of a major in the area:

Black Studies 235 — Introduction to Black Studies
English 255 — Ethnic Literature
History 225 — The History of Blacks in America

In addition to the core courses and the senior research project, the Black Studies major requires the completion of at least one course in Women's Studies. While any Women's Studies course may be used to fulfill this requirement, students ideally should

choose a course that includes a discussion of topics about Black women. Appropriate courses may be selected in consultation with the director of Black Studies.

Other requirements include the completion of one course whose primary subject matter is Africa or the Caribbean. This requirement is designed to encourage students to confront, in a substantial manner, the triangular relationship between the Black experience in Africa, the Caribbean, and North America.

A Minor in Black Studies

The minor in Black Studies requires a minimum of 24 credit hours. Students wishing to be awarded a minor in Black Studies must complete the three core courses (Black Studies 235, English 255, and History 225). Students also are required to complete at least one Women's Studies course. Courses which satisfy this requirement may be selected in consultation with the director of Black Studies.

Additionally, students are required to complete one Black Studies course whose primary subject matter is Africa or the Caribbean, plus a directed study which seeks to correlate Black Studies with some aspect of the student's major field. Although it is not required, students are encouraged to include a field experience component in the directed study. The directed study should be taken in the junior or senior year.

Course Offerings

Black Studies

235-01—INTRODUCTION TO BLACK STUDIES. An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America. **Jackson. 4**

235-02—INTRODUCTION TO BLACK STUDIES. This course introduces the interdisciplinary field of Black Studies. The course surveys the field of Black Studies by introducing topics or issues relevant to Black American life from an interdisciplinary perspective. In this course history, sociology, and psychology provide the foundation for exploring dimensions of Black Studies. Central to this course is an introduction to Afrocentricity as a paradigm for understanding Black culture and as a method of research. Finally, this course is taught from a multicultural perspective which requires inquiring into one's own cultural frame of reference as a parallel process for studying Black culture. **King. 4**

265-01—BLACK WOMEN AND ORGANIZATIONAL LEADERSHIP. This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Finally, the course addresses Black women's needs for leadership development. Students will conduct life history analyses of Black women in leadership roles with particular attention to implications for leadership development. **King. 4**

288-01— BLACK WOMEN IN AMERICA. This course examines the experiences of African-American women through interdisciplinary studies. Upon completion of this course, students will be familiar with the major contributions of African-American women to the Women's movement, the Black Civil Rights movement, and to the fields of Black Studies and Women's Studies. This course also introduces students to some major writers in the area of Black Feminist or Womanist theory. Not offered 2001-2002. **Staff. 4**

314—LEGAL SCHOLARSHIP THEORIZING RACE AND GENDER. This course is an introduction to critical race theory, feminist legal theory, and current theoretical debates among legal scholars on issues of race and gender in the United States. Students will examine and evaluate existing legal concepts and structures within the United States legal system which seek to address racism, sexism, and other forms of inequality and

discrimination. They will also gain a basic understanding of theoretical foundations and legal debates underlying antidiscrimination legislation and its enforcement. Prerequisite: One Black Studies or Women's Studies course. (Note: This course does *not* fulfill the J Requirement.) **Johnson. 4**

340—SOCIAL JUSTICE MOVEMENTS IN COMMUNITIES OF COLOR. An analysis of the transition from social movements rooted in identity politics to multicultural/multiracial social justice movements characterized by coalition politics, this course will examine the challenges of community-based organizing, grassroots mobilization, strategic goal-setting, protest tactics and other issues progressive movements confront on the road to success. The course will span the gamut of social justice movements from the 1960s civil rights and black power movements to the 1970s and 1980s student anti-Apartheid/divestiture movement, to student solidarity with Haitian refugees, to Mexican immigrant workers for economic justice, Asian immigrant women's struggles in the fashion industry, to the Native American campaign for environmental justice – all in the 1990s. The challenges of building successful multiracial/multicultural movement organizations will be examined. This course satisfies the Minority/Women's Studies G.E. requirement. (Cross-listed with Soc/Anth 340). Prerequisite" BLKST 235 or S/A 100 or consent. Not offered 2001-2002. **Jackson. 4**

362—DIRECTED STUDY. **Staff. 3-4**

451-452—SENIOR RESEARCH. **Staff. 3-6**

Communication

229—RACE, GENDER, AND THE MEDIA. This course examines the historical constructions of gender and race in media portrayals, as well as the sociocultural implications of those constructions. Topics address issues of media access coverage, representation and perspective conveyed in print, broadcast, advertising and film mediums. A goal of the course is to help students become aware of the influence perspective and access play in the construction of ideas and images. **Condray. 4**

315—AESTHETIC COMMUNICATION: PERFORMANCE, NARRATIVE AND THE BODY. This course will examine the politics of the body through the broadly inter/transdisciplinary frame of the narrative and communication. This course is a seminar devoted to understanding the specific ways communication theories of the body and cultural practices operate in everyday life and social formations. **Beasley. 4**

400-3—CULTURE AND COMMUNICATION. This seminar takes a historical and critical approach to understand the role communicaiton plays in creating various cultural experiences. Major theories on culture and race are examined. Topics include: How can we best understand and study the construct "culture?" What does "American culture" mean within a pluralistic and diverse society? How are different cultural voices created, heard or erased? How is "America" constructed from international scholars' perspectives? **Beasley. 4**

Dance

152—BEGINNING JAZZ TECHNIQUE. This course introduces the student to the fundamental aspects of modern contemporary jazz. It serves the student in establishing an awareness of the human body's movement potential and the anatomical importance of correct alignment. As faculty permits, the emphasis may switch to Afro-American contemporary jazz. **Staff. 2**

226—AFRO-AMERICAN DANCE THEATRE. This course will outline and examine, through an academic study of dance, the disruption and suppression of the social and religious life of Blacks in the Caribbean and North America. The ways in which historical factors have shaped the participation of Blacks in the U.S. life, as well as their contributions to the arts in U.S. society, will be studied. **Staff. 2-4**

251—INTERMEDIATE JAZZ TECHNIQUE. This course enhances the theoretical concepts of movement in relation to the contemporary jazz concepts covered in Dance 151. The level of technique and movement concepts covered in this course is designed to foster greater technical facility for the student and places emphasis on the importance of muscular economy in executing movement. Emphasis is also given to the development and refining of jazz combinations. **Staff. 2**

352—ADVANCED JAZZ TECHNIQUE. This course is designed to accommodate advanced dancers who have had previous experience in modern, jazz and/or ethnic dance. Emphasis is placed on enhancing movement dynamics, rhythms and individual expression through various combinations. (Offered only as faculty permits.) **Staff. 2**

English

255—ETHNIC LITERATURE. A study of the literature of various ethnic, racial, and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements, and contemporary relations of groups in American society. **Staff. 4**

259—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom in the American experience. **Staff. 4**

325—AFRICAN-AMERICAN WOMEN'S LITERATURE. Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States. **Staff. 4**

355—THE HARLEM RENAISSANCE. An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Reneaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s. **Staff. 4**

356—THE NARRATIVE OF BLACK AMERICA. A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Staff. 4**

First-Year Studies

102—SOUTH AFRICA: A LONG WALK TO FREEDOM. In the last decade, South Africa has undergone a dramatic change from the white dominated system of Apartheid to a democratically elected government led by Nelson Mandela and the African National Congress. The people of this nation now confront the task of building a new South Africa and of overcoming a legacy of racial oppression. In this course it will be our task to determine as best we can how this dramatic change occurred and to assess South Africa's progress in the process of transformation. It will require that we explore the complex history of South Africa. Our journey will be guided by the following questions: What historical forces and peoples have shaped modern South Africa? What are the critical turning points in South African history? Was the development of the system of Apartheid inevitable? What was the nature of that system and how did it affect black and white South Africa? How and why did the system of Apartheid come to an end? How well is South Africa doing in building a new society? In considering these questions we will need to look at South Africa's place in Southern Africa and in the global community. As residents in a country (the U.S.) with its own long and complex history of racial oppression and efforts to overcome it, we will be making some comparisons between the South African experience and our own. By the end of our journey, we may not have all the answers, but we will be very clear about what the questions encompass. This course will require active student participation in class discussion in response to readings and film, in group projects, through the medium of frequent writing assignments. **Schilling. 4**

History

225—AFRICAN-AMERICAN HISTORY. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in the first year if used to fulfill G.E. requirement). **Graham. 4**

235—AN INTRODUCTION TO MODERN AFRICA. In Africa, the 1990s witnessed the ending of Apartheid and the election of Nelson Mandela as the first president in a democratically elected South Africa. In this course we will examine myths about Africa, the history of colonialism on the continent in the 19th and 20th centuries, the struggles for independence from the 1930s through the post World War II era, as well as contemporary debates about the challenges facing the continent. We will use some novels, memoirs and videos, as well as scholarly articles in order to try to grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa. We will not be able to cover all of modern African history, but we should emerge with an appreciation of the complicated histories of different African societies and the degree to which they shape the contemporary moment. **Scully. 4**

285—PRE-COLONIAL AFRICAN HISTORY. Welcome to African history. In this course we are going to travel from the 9th century to the 18th. We will meet great rulers such as Sundiata of the Mali Empire, learn of states such as Kingdom of Kongo, and also get to know smaller societies from the Sahara desert to the

southern end of the continent. We will grapple with issues such as how different African societies conceptualized bondage and freedom, individual and community, and along the way we will debate questions such as how can one define civilization in Africa? How do we write and research the history of oral cultures? We follow two major themes – state formation and slavery – through a survey of the pre-colonial period. We look at the rise of states such as Ghana, Mali, the Kongo and Great Zimbabwe. We also examine contentious debates about whether there was indigenous slavery in Africa and about the effects of the trans-Atlantic slave trade on African societies. We will be reading articles, a few books and seeing films. **Scully. 4**

325—A HISTORY OF SOUTHERN AFRICA. In the late 20th century, the people of Southern Africa are searching for solutions to past and present conflicts in order to create a more hopeful future, but the burden of a history marked by domination, exploitation, and conflict, weighs heavily on the present. Can South Africa move beyond apartheid? Can peace and stability replace civil war in Angola and Mozambique? Can the countries of the region work together to achieve a higher level of material well-being for the people? This course will pursue these questions through an historical analysis of the development of South Africa and its neighbors and their interaction, especially in the last two centuries. **Schilling. 4**

Music

112—JAZZ AND OTHER MUSIC OF BLACK AMERICANS. This course will concentrate on jazz but will include other types of music of American Blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the Black musician in American society will be traced from the slave day to the present. **Staff. 4**

Political Science

324—POLITICS OF SUB-SAHARAN AFRICA. This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Pletcher. 4**

Religion

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed.
Jackson. 4

Sociology/Anthropology

212—RACE AND ETHNICITY—An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Key concepts including assimilation, neo-Colonialism, pluralism, and racial group formation will be critically evaluated, with some attention drawn to their ideological basis, explanatory power and policy implications.
Waters. 4

235—COMPARATIVE THERAPEUTIC SYSTEMS. The course considers the sociocultural bases of both Western and non-western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement and has no prerequisites. **Maynard. 4**

Course Offerings

110— CHEMISTRY IN MODERN SOCIETY. This course is intended for students who are not majoring in the sciences or who need further preparation before entering General Chemistry. It consists of an introductory treatment of the fundamental ideas of chemistry such as periodic properties of atoms, molecular structure and chemical reactivity. These ideas are then applied to examination of topics of current interest such as the environmental chemistry of air, water and pollution, and the health related chemistry of food, drugs and radiation. This course satisfies the G.E. science requirement. Three class periods and one laboratory weekly. *Safety goggles required.* **Staff. 4**

121-122—GENERAL CHEMISTRY. An introductory study of basic chemical topics including: fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Attention will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 110. Four class periods and one laboratory period weekly. *Safety goggles required.* **Staff. 4**

199—INTRODUCTORY TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

212—ENVIRONMENTAL CHEMISTRY. A study of the chemistry of the atmosphere, natural water, and soils with a special focus on acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal and risk assessment. Prerequisites 121-122. Three class periods and one laboratory weekly. This course can be used to satisfy minor in chemistry. *Safety glasses required.* (Not offered in 2002-03.) **Ramos. 4**

223-224—ORGANIC CHEMISTRY. A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and stereochemistry of most of the principal classes of organic compounds are emphasized, specifically syntheses, reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, work in the second semester deals with biologically important examples. A laboratory course, (listed below) as appropriate, must accompany enrollment. Prerequisites: for 223, 122; for 224, 223. Four class periods weekly. **Evans, McKay. 3**

225-226—ORGANIC CHEMISTRY LABORATORY. Techniques of organic laboratory practice taken concurrently with 223 and 224, respectively. Experiments are selected to demonstrate the preparation, behavior and characterization of typical organic compounds, and to introduce the techniques of organic qualitative analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in 223-224. One laboratory period weekly. *Safety goggles required.*

Evans, McKay. 1

228—ORGANIC CHEMISTRY LABORATORY. Laboratory work in organic chemistry similar to that offered in 226, but taken concurrently with 224 by those students planning to major in chemistry or biochemistry. Two laboratory periods weekly. *Safety goggles required.* **Evans, McKay. 2**

231—ANALYTICAL CHEMISTRY. A course of quantitative analytical chemistry based on principles of chemical equilibrium, kinetics, and thermodynamics. The laboratory includes exposure to a range of solution methods along with spectroscopic, chromatographic, and electrochemical techniques for analysis. Offered fall semester only. Three class periods and one laboratory period weekly. *Safety glasses required.* Prerequisite: 122. **Ramos. 4**

299—INTERMEDIATE TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 224

and 226 or 228 and Biology 201. Offered in the fall semester (also as Biology 302). Three class periods weekly plus laboratory. *Safety glasses required.* **Kuhlman, Sokolik. 4**

341—THERMODYNAMICS AND KINETICS. An examination of the physical properties of chemical systems from both macroscopic and microscopic points of view. Topics include: gas laws and the kinetic molecular theory; thermodynamics and thermochemistry; equilibria and chemical kinetics. Prerequisites: Chemistry 122, Math 123, Physics 122. Four class periods and one laboratory period weekly. *Safety glasses required.* **Fuson. 4**

342—QUANTUM CHEMISTRY AND SPECTROSCOPY. An examination of the structures and energies of molecules. Topics include: structure and bonding from a quantum mechanical point of view; symmetry; and an introduction to spectroscopy and statistical mechanics. Four class periods and one laboratory period weekly. Prerequisites: Chemistry 122, Math 123, Physics 122. *Safety glasses required.* **Fuson. 4**

361-362—DIRECTED STUDY. Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. *Safety glasses required.* **Staff. 3**

399—ADVANCED TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

401—ADVANCED BIOCHEMISTRY. This is a topical course, the content of which will vary from year to year. In general, a detailed look at a variety of recent biochemical topics will be conducted through readings of the primary literature. Laboratory will offer an in-depth, semester-long research experience. Offered Spring semester (also as Biology 401). Prerequisite: Chemistry/Biology 302. *Safety glasses required.*
Liebl, Klatt, Kuhlman, C. Smith, Sokolik. 4

402—ADVANCED ORGANIC CHEMISTRY. A study of synthetic strategy and certain theoretical aspects of organic chemistry using specially selected examples. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Prerequisites: 224 and 226 or 228. Three class periods and one laboratory period weekly. *Safety glasses required.* (Not offered 2001-02) **Evans, McKay. 4**

417—INORGANIC CHEMISTRY. A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure and reactivity of coordination complexes; acid-base concepts; organometallic chemistry and bioinorganic chemistry. Prerequisites: 224 and 342. Three class periods and one laboratory period weekly. *Safety glasses required.* **Bennett. 4**

431—INSTRUMENTAL ANALYSIS. An examination of modern instruments used in absorption spectroscopy, electrochemistry, and chromatography. Emphasis is on instrumental use as well as underlying theory. Selected aspects of electronics are also discussed. Examples and problems are drawn from the current chemical literature. Prerequisite: 231. Three class periods and one laboratory period weekly. Offered in spring semester only. *Safety glasses required.* **Ramos. 4**

451-452—SENIOR RESEARCH. Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: staff approval. Hours arranged. *Safety glasses required.* **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. *Safety glasses required.* **Staff. 4**

472—CHEMISTRY SEMINAR. A seminar program for the discussion of new developments in chemistry. Student written and oral presentations are based on extensive use of the chemical literature. Required of all departmental majors. Offered in spring semester only. Prerequisite: senior standing or consent. **Staff. 2**

482—CURRENT LITERATURE IN BIOCHEMISTRY AND MOLECULAR BIOLOGY. Student-led presentations of the recent biochemical/molecular biological literature. Accompanied by instruction in finding and critically examining information resources in the biochemical sciences. Offered Spring semester (also as Biology 482). **Liebl, Klatt, Kuhlman, C. Smith, Sokolik. 2**

Classical Studies

Associate Professor Garrett Jacobsen, Chair

Associate Professors Garrett Jacobsen, Timothy P. Hofmeister; Instructor Michael P. Fronda

Guidelines

By definition, a liberal arts education stresses the importance of coming to terms with those elements central to the development of a free human spirit. Classical Studies affords the opportunity for students to undertake thoughtful study and reflection about issues central to this quest.

In its broadest sense, Classics is the study of the ancient languages, literatures, and cultures of the area surrounding the Mediterranean basin from approximately 2000 B.C. to 500 A.D. It embraces three civilizations — the Minoan-Mycenaean, the Greek and the Roman; two languages — Greek and Latin; and a geographical area including Europe, North Africa, and the Middle East.

In its very essence, study in the Classics is primarily cross-disciplinary and humanistic. It concentrates on the aspects of human achievement which have served as the foundations of western civilization. These inquiries encourage breadth rather than specialization insofar as a student reading Classics should acquire familiarity with classical antiquity through the study of history, literature, philosophy, religion, art, and architecture. Throughout these studies, an attitude about and an appreciation for criticism and interpretation are fostered.

The study of Classics provides the opportunity for the student to realize various objectives: the acquisition of a competence in the classical languages; the development of an appreciation, a comprehension, and an enjoyment of classical literatures; and an understanding of the history and culture of the ancient world. Classics assists in making available the great literature of the world and places emphasis on aspects of the Greek and Roman genius, the forms of literature created and perpetuated, and the permanent contribution to the study of human nature and well-being so necessary for a liberally educated person.

In many ways, the Greeks and Romans faced virtually every issue which confronts contemporary human beings. Since we have in their civilizations the completed record of their failures and successes, in a true sense, the Classics serve as the nucleus of a liberal arts education.

Majors in Classical Studies

Classical Studies offers two majors: Latin and Classical Civilization.

The major in Latin provides an opportunity to learn the language and study the literature of the ancient Romans. Within an historical framework, the curriculum covers the most important literary genres and authors, illustrating a wide range of idiom, style, and subject matter; the curriculum is designed specifically to enhance the knowledge of students interested in history and literature, while ensuring the competency of prospective teachers of Latin.

The major in Civilization provides an opportunity to study the history and culture of ancient Greece and Rome. By examining the social identity, political evolution, and intellectual development of classical civilization, the student derives an essential

understanding of the historical and cultural foundation of contemporary western society. The curriculum is designed to present a broad perspective of classical antiquity and to answer the question of what it meant to be a Greek or a Roman; it offers a valuable complement or preparation for work in law, government, modern languages, literature, education, philosophy, religion, history, and the arts.

Requirements for Majors and Minors

Latin. The major in Latin requires the completion of Greek 111-112, CLCV 212; five courses in Latin beyond Latin 211; an additional CLCV course; and the Senior Conference. The minor in Latin requires three courses beyond Latin 211 and either CLCV 202 or CLCV 212.

Classical Civilization. The major in Classical Civilization normally requires the completion of four CLCV courses; Latin 111-112 or Greek 111-112; a "related" course from Political Science, Religion, Philosophy, or Art; two electives chosen with the consent of the adviser from Latin, Greek, CLCV, First-Year Seminars or Honors, "related" courses, or "heritage" courses; and the Senior Conference. The minor in Classical Civilization requires the completion of four CLCV courses and two electives chosen with the consent of the adviser.

The Senior Conference is required of majors in Latin and in Classical Civilization. It is taken in conjunction with a course required for the major and will be structured as a series of joint conferences throughout the semester between the student, the instructor of the required course, and a member of the Classical Studies staff. It is expected that students will write a major paper as part of this activity. Students will receive one hour of credit for this activity, which must be taken during the senior year. Senior Research may be substituted for the Senior Conference.

Course Offerings

Latin

LATIN 111—ELEMENTARY LATIN. An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature. No prerequisite.(Fall) **Fronda. 4**

LATIN 112—INTERMEDIATE LATIN. An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin prose and poetry. Prerequisite: Latin 111 or consent of instructor. (Spring)

Fronda. 4

LATIN 211—LATIN PROSE & POETRY. Readings from ancient and medieval Latin. Selections range from Cicero's philosophical works to the Aeneid of Vergil and some attention is given to the literature's relationship to cultural milieu. Prerequisite: Latin 112 or consent of instructor . (Fall) **Fronda. 4**

Latin 211 or permission of the staff is prerequisite for the following:

LATIN 301—ROMAN RHETORIC. Selections from the orations and rhetorical treatises of Cicero. Consideration is given to the influence of rhetoric in politics and education. (Not offered 2001-2002)

Jacobsen. 4

LATIN 302—ROMAN COMEDY. Selected works of the comic playwrights Plautus and Terence. Colloquial Latin, the definition of humor, and the influences of Greek comedy are important topics. (Fall, 2001)

Jacobsen. 4

LATIN 311—ROMAN HISTORIOGRAPHY. Selections from the works of major Roman historians: Sallust, Livy, and Tacitus. Emphasis will be given to the work of one author in matters of style, content, and bias. (Not offered 2001-2002) **Jacobsen. 4**

LATIN 312—LATIN LYRIC AND ELEGY. Selections from the *Odes* of Horace, the elegies of Propertius, and Ovid's *Amores.* Attention is directed to poetry as a vehicle of personal expression and social commentary. (Not offered 2001-2002) **Jacobsen. 4**

LATIN 322—LATIN EPIC. The epic genre as defined by Roman poets. A typical focus is Vergil's Aeneid with some comparative analysis of epics written by Lucretius, Ovid, and Lucan. (Not offered 2001-2002) **Jacobsen. 4**

LATIN 331—SILVER AGE LATIN. PROSE readings from the Satyricon of Petronius and the letters of Seneca and Pliny the Younger. Consideration is given to the literary expression of the changing mores and perspectives of imperial Roman society. (Spring, 2002) **Jacobsen . 4**

LATIN 332—SILVER AGE LATIN. POETRY selections from the epigrams of Martial and the Satires of Juvenal. Consideration centers on poetry as an instrument for social criticism and personal invective. (Not offered 2001-2002.) **Jacobsen. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

441-442—SENIOR CONFERENCE. **Staff. 1**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Greek

GREEK 111—ELEMENTARY GREEK. An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament. No prerequisites. (Fall) **Hofmeister. 4**

GREEK 112—INTERMEDIATE GREEK. Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek. Prerequisite: Greek 111. (Spring) **Hofmeister. 4**

GREEK 211—GREEK PROSE & POETRY. Readings from ancient Greek. Selections range from Homer to the New Testament. Prerequisite: Greek 112 or consent of instructor. (Fall) **Hofmeister. 4**

Greek 211 or permission of the staff is prerequisite for the following:

GREEK 361-362—DIRECTED STUDIES. **Staff. 3-4**

Classical Civilization

CLCV 201—ANCIENT GREECE: HISTORY AND CIVILIZATION. A survey of ancient Greek culture and history from Minoan-Mycenaean civilization through the ascendancy of Athens to the conquests of Alexander the Great. Attention is given to the social, political, and cultural influences of Greek civilization on Western society. (Not offered 2001-2002) **Fronda. 4**

CLCV 202—ANCIENT ROME: HISTORY AND CIVILIZATION. A survey of Roman civilization from the Etruscan kings through the Republic expanding beyond Italy to an Empire dominating Europe and the Mediterranean world. Of primary consideration is the force of the Roman character on the structure and perspectives of western civilization. (Fall, 2001.) **Fronda. 4**

CLCV 211—GREEK LITERATURE AND ANCIENT SOCIETY. A survey of ancient Greek literature from the Homeric epic to the orations of Demosthenes, covering the areas of poetry, drama, historiography,

philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings in English. (Fall, 2001.) **Hofmeister. 4**

CLCV 212—LATIN LITERATURE AND ANCIENT SOCIETY. A survey of Latin literature from the comedy of Plautus to the satire of Juvenal, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings are in English. (Not offered 2001-2002) **Jacobsen. 4**

CLCV 221—CLASSICAL MYTHOLOGY. The study of the myths of the ancient world. The oral and literary tradition of mythology, ancient conceptualizations of god and universe, modern theory and interpretation of myth are important topics. (Spring) **Jacobsen. 4**

CLCV 230—LOCA ANTIQUA: RESEARCH. This is an Honors Seminar (HNRS 198) that culminates in a research paper specifically related to the topic of CLCV 231. It is offered only in the spring semester, and it is a prerequisite for CLCV 231. (Cross listed as HNRS 198). (Spring, 2002) **Jacobsen/Sandin. 2**

CLCV 231—LOCA ANTIQUA: ON SITE. An in-depth study of a particular individual, place, aspect, or era of classical antiquity. This course involves on-site travel and study in Europe and the Mediterranean from mid-May to early June. Topics and sites will vary from year to year. "Gods and Heroes" (Greece), "The Eternal City" (Italy), "The Legacy of Rome" (Britain-France-Germany) are examples. Additional fees will be charged for travel, accommodations, program costs, and academic credits. Prerequisite: CLCV 230 or consent. (Spring, 2002) (Cross listed as HNRS 198) **Jacobsen/Sandin. 2**

CLCV 331—TOPICS IN ANCIENT HISTORY. An in-depth study of a particular aspect or era of ancient history including political, economic, and social themes. (Spring) **Staff. 4**

CLCV 341—TOPICS IN ANCIENT LITERATURE. An examination of a particular genre or theme in ancient literature. (Spring) **Staff. 4**

CLCV 361-362—DIRECTED STUDIES. **Staff. 3-4**

CLCV 441-442—SENIOR CONFERENCE. **Staff. 1**

CLCV 451-452—SENIOR RESEARCH. **Staff. 4**

CLCV 461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Communication

Associate Professor Laurel Kennedy, Chair

Associate Professors Suzanne E. Condray, Laurel Kennedy; Assistant Professors Tim Anderson, John Arthos, Myron Beasley, Rhunette Diggs, Jeffrey Kurtz, Lisbeth Lipari, Hillary Warren; Instructor Alan D. Miller (part-time)

Departmental Guidelines

Courses in the Department of Communication examine the process by which meanings are developed, shaped, and shared in interpersonal, speaker-audience and mass media contexts. In the classroom, faculty and students study the characteristics of messages that affect the ways people perceive them, assign meaning to them, and respond to them in different circumstances.

Courses in the department present opportunities for students who wish to gain a deeper insight into the communication process or who are considering careers in teaching, law, journalism, radio or television broadcasting, public relations,

communication management, government, business, sales or marketing, the ministry or counseling.

Communication Major

A student majoring in Communication must complete a minimum of 36 semester hours of credit in the department. All majors must take Communication 100 and 200 before taking upper division (300- and 400-level) courses. In addition to completing these core requirements, students must complete 8 additional credit hours of 200-level coursework, 8 credit hours of 300-level coursework, a 4 credit 400-level seminar and 8 credit hours of electives from the curriculum.

Communication Minor

A student minoring in Communication must complete a minimum of 24 semester hours of credit in the department. All minors must take Communication 100 and 200 before taking upper division (300- and 400-level) courses. In addition to completing these core requirements, students must complete 4 additional credit hours of 200-level coursework, 4 credit hours of 300-level coursework, a 4-credit 400-level seminar and 4 credit hours of elective.

Course Offerings

100—COMMUNICATION IN SOCIAL INTERACTION. This course introduces students to selected theoretical perspectives and vocabularies for understanding human communication. This course is designed to both introduce and provide an overview of the discipline of communication studies. First-Year or sophomore standing or consent. Required of all majors and minors. **Lipari, Beasley. 4**

101—PUBLIC SPEAKING. This course is designed to help students develop skills for effective oral communication. At a minimum, students will emerge more confident on the public platform. When refined by practice and experience, the critical thinking, composition, and performance skills learned should prove most useful in personal and professional endeavors. **Kurtz. 4**

147—MEDIA LITERACY. While most of us are proficient consumers of visual electronic media - we have the speed of symbol-recognition and comprehension skills to be adept "readers" - few of us have been taught to bring to that reading the critical skills we learn in the study of literature, music or art. This course examines how sound and images construct the "realities" that media presumably represent. **Condray. 4**

199—INTRODUCTORY TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

200—RESEARCH IN COMMUNICATION. The purpose of this course is to expose students to major research methods used in the communication discipline. The course will sensitize students to issues in the field, familiarize students with types of research methods used in the discipline and enable students to formulate research questions, and design appropriate studies to answer those questions. In addition, the course will facilitate students' ability to understand the logic and process of research and to engage in critical analyses of reports and studies published in communication journals. First- year or sophomore standing or consent. Required of majors/minors. **Diggs, Kennedy. 4**

208—WRITING FOR PRINT. This course focuses on the fundamentals of reporting and writing nonfiction for print. Topics include storytelling and narrative, lead writing, point of view, information gathering, interviewing and more. The class aims to help students develop overall research, writing and thinking skills; questioning, listening and interviewing skills; and a more sophisticated understanding of print journalism. **Miller. 4**

211—COMMUNICATION ETHICS. This course explores communication ethics from philosophical and applied perspectives in a variety of social contexts. Weekly theoretical discussions are grounded in applied cases that revolve around issues such as whistleblowing, free speech, group think, lying, confidentiality, privacy, coercion, and consensus. **Lipari. 4**

221—SMALL GROUP COMMUNICATION. This course studies the communication process in the task oriented discussion group. Topics to be considered include group culture, methods of decision making, nonverbal elements in the communication process, the role structure of the group, group leadership, and others. Students will seek to apply fundamental principles in a series of small-group projects. **Diggs. 4**

222—ARGUMENTATION AND DEBATE. In this course students will explore the art of inquiry and advocacy known as argumentation. In order to become better audiences and practitioners of argument, students will consider the nature of argument, the building blocks of argument, and the practice of argument in public debate. **Arthos, Kurtz. 4**

223—PERSUASION. In this course students examine the enchanted art of influence and advocacy known as persuasion. Students will survey this art from various theoretical, critical, and textual perspectives becoming better practitioners and consumers of persuasive discourse. **Arthos, Kurtz. 4**

224—INTERPERSONAL COMMUNICATION. This course provides students with an interpretive and critical perspective for investigating the process of our making social worlds. Students will use the theory of coordinated management of meaning (CMM) to analyze interactional patterns of communication in personal and cultural mythology, in family communication, and in college students' culture. **Beasley. 4**

225—RADIO AND TELEVISION IN AMERICA. The communication industry is undergoing dramatic change as new technologies and shifting attitudes toward regulation alter relationships within the industry, rechannel audience viewing and redirect revenues. These changes have sparked debate about whether the media serve us better when conceived of as a public trust or as private enterprise. This question guides our examination of the development of American media, their component parts, and their regulation by both the government and the market. **Warren. 4**

226—MASS SOCIETY AND COMMUNICATION. This course is designed to initiate students into critical and intelligent debates surrounding the issue of communication and its pertinence to mass, modern and postmodern societies. We consider specifically how mass communication has been defined from the 19th through to the beginning of the 21st century and how this history is relevant to issues of mass society today. Given that almost every person in America is affected by mass culture and media, we will discuss through the lectures, discussions and exercises a number of controversial suggestions, critical paradigms and mainstream assumptions. Throughout the course, students will be expected to understand these approaches and be able to both criticize and recognize the legitimacy of these models. **Anderson. 4**

228—COMMUNICATION AS PERFORMANCE. Communication is a performative and interpretive process. Through their performance of communication, people make their lives meaningful, define themselves, and attribute value to the messages of others. This course explores the richness found in the study of oral communication through a variety of texts such as oral histories, narrative, dramatic and non-dramatic documents, and stories. We will practice analysis and presentation of suitable texts for oral performance involving prosody, poetic diction, sound values, rhythm, and imagery of vocal effectiveness. **Beasley. 4**

229—GENDER, RACE AND THE MEDIA. This course examines the historical constructions of gender and race in media portrayals, as well as the sociocultural implications of those constructions. Topics include media access, coverage, representation and perspective as conveyed in print, broadcast, advertising and film mediums. A goal of the course is to help students become aware of the influence that perspective and access play in the construction of ideas and images. **Condray, Warren. 4**

230—PUBLIC RELATIONS. An introduction to the theories, methods, and practice of public relations, examining the efforts of institutions to influence and maintain favorable opinion both within and outside of their organizations. The course will include case studies in industrial and political public relations efforts, and exercises in public relations activities and crisis communication. Prerequisite: Comm 223 or consent. **Staff. 4**

299—INTERMEDIATE TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

301—MEDIA PROGRAMMING AND ECONOMICS. This course examines economic influences on media content, the decision-making processes that influence the production of programming, and the influence of new technologies on programming. Prerequisite: Comm 225 or consent. **Kennedy. 4**

305—COMPARATIVE MEDIA SYSTEMS. This course examines media systems in developed and developing nations. It explores the organizational nature of the media system and its relationship to a nation's social, political, and economic structures. **Kennedy. 4**

306—ORGANIZATIONAL COMMUNICATION. A study of the communication process in organizational settings, including an examination of contrasting theories of organization, the role of communication in different types of organizational structures, the impact of organizational culture, and the nature of communication on different levels within the organization. **Staff. 4**

308—NEWS WRITING FOR RADIO AND TELEVISION. This course introduces newsgathering principles, concepts and stylistic techniques related to newswriting in commercial and non-commercial radio and television formats. Students can expect to learn and to practice basic reporting and writing skills for headline stories, in-depth interviews, news packages, features and documentaries. **Condray, Warren. 4**

309—SCRIPTWRITING. A course introducing techniques of non-fictional and fictional writing for visual media. Assignments and course materials examine research, narration, characterization, dialogue, plot development, script design, production techniques and other aspects of writing for television/cable drama and comedy programming. **Condray. 4**

312—AESTHETIC COMMUNICATION. This course examines the dynamic and complex relationships between human communication, ritual, and cultural performance of the body. Communication scholars, like their colleagues in folklore, anthropology, sociology, and theatre, recognize that human speech and behavior are capable of producing powerful aesthetic experiences with significant rhetorical consequences in a given cultural context. This seminar is devoted to understanding how communication theories of the body and cultural practices operate in everyday life and social formations. **Beasley. 4**

315—SPECIAL TOPICS IN COMMUNICATION. These classes focus intensively upon a particular aspect of communication. May be taken more than once for elective credit as an upper division course. Examples of recent topics include: Narrative Communication, and Critical Approaches to the Production of Music. **Staff. 4**

328—COMMUNICATION LAW. Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, free press/fair trial, regulation of telecommunications, advertising and the Internet. **Condray. 4**

335—COMMUNICATION AND THE HUMAN CONDITION. This course examines the human condition of social and moral conflict and its impact on freedom, identity, and public life in the contemporary United States. The course provides a variety of theoretical frameworks for understanding social and political conflict, and creates a public forum for discussing difficult social issues. **Lipari. 4**

344—EXPLORING RHETORICAL TEXTS. This course examines the art of rhetorical criticism. In becoming a practicing rhetorical critic, students will learn to situate, interpret, and judge historical and contemporary public persuasive discourse. Topics include the nature of criticism and the role of the critic, the process of contextual reconstruction, key issues in textual reading, and methods of rhetorical analysis. **Arthos, Kurtz. 4**

348—MASS MEDIA AND AMERICAN FOREIGN POLICY. This course explores the nature and the extent of interaction between the mass media and the processes of foreign policy formulation and conduct in the United States. The media-policy link is examined with particular attention to the emerging features of the international system, the increasing importance of global media and public opinion, the globalization of policy issues and the expansion of press, polling and communication staffs in government agencies. **Staff. 4**

400—SEMINARS: CURRENT TOPICS IN COMMUNICATION.

400-01—News Criticism. This seminar examines the political, economic, cultural and epistemological implications of journalism. We begin by examining the cultural forces that shape what we today call news and then explore journalism's political significance – to what extent does news serve democracy? What are the political implications of the increasing corporate control of news media? Along the way, we will pay close attention to the increasingly blurred boundary between fact and fiction, entertainment and information, and tabloids and journalism. **Lipari. 4**

400-02—Language, Identity and Politics: Discourse and the Public Sphere: This course examines the role of language and discourse in constructing, maintaining and transforming identities, publics and politics in late 20th century democracies. Throughout, we will consider the relationship between language use and unequal relations of power. We will begin with an introduction to discourse studies and explore discourse as symbolic power, social practice and ideology. Next, we will examine the role of discourse in constructing and maintaining identities and communities, including those of subaltern and marginalized publics. Finally, we will examine and critique the role of discourse in public sphere(s) from Afrocentric, feminist and queer perspectives. **Lipari. 4**

400-03—Culture and Communication. This seminar takes a historical and critical approach to understand the role communication plays in creating various cultural experiences. Major theories on culture and race are examined. Topics include: How can we best understand and study the construct "culture?" What does "American culture" mean within a pluralistic and diverse society? How are different cultural voices created, heard or erased? How is "America" constructed from international scholars' perspectives? **Beasley. 4**

400-04—Mass Media and the Presidency. This course examines the relationship between the media and the American presidency from both an historical and contemporary perspective. The seminar focuses on the historical dynamics of the relationship, the role of institutional factors in White House coverage, the influence of presidential press coverage on public perception of the presidency, and the influence of the media on presidential election campaigns. Resources and texts represent a diversity of views among scholars, journalists and presidential administration personnel. **Condray. 4**

400-05: Problems in Popular Music Aesthetics. This course is designed to address some of the more daunting questions surrounding our daily experiences of popular music. As such, we will deal with the issues that affect this experience, particularly social issues that inform many of the aesthetic decisions that audiences and musicians make when interacting with popular music. What makes these issues so difficult is the fact that they are such a part of our common day experiences that they seemingly exist beyond critical discussion. To bring these issues to light, the course will involve combination of lectures, discussions, assignments, exams and screenings - all of which are required. **Anderson. 4**

400-06—Advocating Reform: Communication in Social Movements. This course focuses on the historical rhetorics of discontent and transformation. Students will examine the characteristics and functions of persuasive discourse produced by social movements; the ways in which symbolic action sought to shape perceptions of concrete realities. Of particular interest will be the intersection of cultural context, biography, and creative rhetorical strategy. **Kurtz. 4**

400-07—Conflict and Transformation. This course explores the role of Communication in conflict mediation and transformation. In particular, we focus on peace works, reconciliation and non-violence. **Lipari.4**

400-08—Critical Methods in Communication. This course is designed to acquaint students with criticism as a method for answering research questions in communication. Students will be provided with opportunities to apply rhetorical/critical methods in the writing of essays analyzing various kinds of persuasive texts — both discursive and non-discursive. Public communication via public speaking, broadcast, film, and print media as well as art, architecture and music will be among the texts examined over the course of the term. **Staff. 4**

400-09—International Communication: Politics and Policy. This seminar examines the nature of information flows between nations, the issues raised by such communication, and the institutions involved and patterns evident in the resolution of policy differences. The course surveys the transfer of news and entertainment programming as well as financial, trade and other data across borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized in international fora. **Kennedy. 4**

400-10—Ethnicity and Family Communication. The course is designed to explore the rich ethnic and racial diversity of families and the nature of their communication. The course will focus on the intersection of ethnicity/race, family, and communication. The content of the course will include theoretical models of the family and influences on family communication. Those influences include family structure support systems, identity, media, and institutional structures (e.g., church and schools). The course will be organized around the contributions of students who will collaboratively decide on the nature of more extensive or engaged research projects based on their interests, lecture/discussion topics, popular press news and magazine articles, scholarly literature and audio-visual media. **Diggs. 4**

400-11 —The City as Text. This seminar explores the relationships between the urban environment and the various forums within which reflection and understanding of that environment occur (literature, ethnography, film). Students will examine the intersections between physical space and culture. This course is based in a postmodern approach to space, identity and textual power, and reconsiders fact/fiction, public/private, city/country, and subject/object binaries. **Beasley. 4**

400-12—Critical Issues in Global Communication: Media Imperialism and Cross-Cultural Encounters - Broadcast and film products and properties seem to naturally flow globally with little resistance from the national borders that have traditionally limited and expanded the movements of particular peoples. This situation is relatively new and has prompted debates about the need to recognize how international economies operate vis-a-vis the concerns of the nation state, its citizenry and their specific cultural contexts. This class will provide historical, cultural and economic backdrops that frame how and why debates about mass media differ from one national context to the other. **Anderson. 4**

400-13—Rhetoric and the American Experience. This course explores the American rhetorical tradition and some of the speakers, ideas, and movements that have given it its voice and texture. We will read broadly and deeply key oratorical texts from the nineteenth century to the present and examine the scholarship that has attempted to explain these acts of symbolic influence. Our work will culminate in the drafting and thorough revising of article-length research essays. Students will be invited throughout the seminar to stretch and refine their voices as working rhetorical scholars. Class sesssions will be discussion-driven and substantial preparation and participation from all students will be encouraged. **Kurtz. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

399—ADVANCED TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Computer Science

Professor Joan Krone, Chair

Professors Todd H. Feil, Joan Krone; Assistant Professors Jessen Havill, R. Matthew Kretchmar

Program Guidelines

The Computer Science program aims to produce students who are well grounded in the theoretical aspects of computer science, are proficient programmers and have an understanding of the design and architecture of computers. Emphasis is given at all levels of the program to algorithm design and analysis. Many upper level courses involve large programming projects.

Students interested in Computer Science should take 171 followed by 173 by the end of the sophomore year, but preferably by the end of their first year. B.S. candidates should also take Math 123-124, preferably during the first year.

The Anderson Foundation and DURF support qualified students to carry out summer research. For off-campus research opportunities in Computer Science, see the Oak Ridge

Science Semester listed elsewhere in this catalog.

Students interested in taking only one or two courses in Computer Science should choose 101 or 171.

Requirements for Degrees in Computer Science

The core program in Computer Science consists of 171, 173, 271, 272, 281, 372, 334 and 384. All Computer Science majors must complete this sequence of courses.

The minimum requirements for a B.A. degree in Computer Science are the core plus two additional Computer Science courses at the 300 or 400 level.

The minimum requirements for a B.S. degree are the core, Math 123, Math 124 and three electives. Electives include Math 331, Math 341, and any 300-level or above Computer Science course not in the core.

The Minor

A minor in computer science consists of 171, 173, 271, 272, 281, and 384.

Additional Guidelines

The Computer Science faculty strongly recommend that major candidates also take Math 123, 124 and 231, in addition to the required courses. Students who intend to pursue graduate study in Computer Science should pursue the B.S. degree.

Course Offerings

101—FUNDAMENTALS OF COMPUTING. A study of fundamental topics and problem solving methods in computer science. Students will learn to utilize a variety of software packages and a formal programming language to solve various problems. Other topics may be chosen from among hardware, operating systems, number systems, logic, networking, database systems, security and ethics. This course does not have any formal prerequisites, but students should have a solid mathematics background from high school. Not open to students who have taken CS 171. **Staff. 4**

119—SEMINAR IN PROGRAMMING PROBLEMS. Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Used as preparation for programming contests. Prerequisite CS 173. Offered fall semester. **Staff. 1**

171—INTRODUCTION TO COMPUTER SCIENCE - PART 1. A one-semester introduction to computer programming, including emphasis on designing algorithms and implementing those algorithms using a computer language. Students will also learn some elementary concepts about computer hardware and operating systems. **Staff. 4**

173—INTRODUCTION TO COMPUTER SCIENCE - PART 2. A study of mathematics important to computer science, including number theory, boolean algebra, induction, recursion, sets, relations, and functions. Students apply these math concepts to writing programs. They learn new programming concepts including dynamic variables and modularization. Prerequisite: CS 171. **Staff. 4**

199—INTRODUCTORY TOPICS IN COMPUTER SCIENCE. A general category used only in the evaluation of transfer credit.

200—TOPICS IN MATHEMATICS AND COMPUTER SCIENCE. **Staff. 4**

271-272—DATA STRUCTURES AND ALGORITHM ANALYSIS. Topics include algorithm analysis; stacks; queues; lists; trees; forests; heaps; hash tables; priority queues; coalescable equivalence relations as ADTs;

sorting algorithms and their analyses; Prim, Kruskal, Dijkstra, other graph algorithms; algorithm design strategies including greedy, dynamic programming, probabilistic, backtracking, and divide and conquer; introduction to P and NP; emphasis on the object oriented paradigm using C++ or Java, with exposure to the functional programming paradigm using lisp, scheme, ML, or some other functional language. Prerequisite: CS 173. **Staff. 4**

281—COMPUTER ORGANIZATION. A study of computer organization and the interface between hardware and software. Topics include assembly language programming, machine language, binary number representation and computer arithmetic, the central processing unit, input and output, and the memory hierarchy. Corequisite: CS 272. **Staff. 4**

299—INTERMEDIATE TOPICS IN COMPUTER SCIENCE. A general category used only in the evaluation of transfer credit.

334—THEORY OF COMPUTATION. (Also listed under Mathematics offerings.) This course is a study of formal languages and their related automata. Turing machines, unsolvable problems and NP-complete problems. Prerequisite: CS173. **Staff. 4**

339—ARTIFICIAL INTELLIGENCE. A survey course of topics in Artificial Intelligence including search, formal systems, learning, connectionism, evolutionary computation and computability. A major emphasis is given to the philosophy of Artificial Intelligence. Prerequisite: CS 272. **Staff. 4**

349—SOFTWARE ENGINEERING. Students will apply their theoretic background, together with current research ideas to solve real problems. They will study principles of requirements analysis, methods of designing solutions to problems, and testing techniques, with special emphasis on documentation. Prerequisite: CS 281. **Staff. 4**

352—NUMERICAL ANALYSIS. (Also listed under Mathematics offerings.) Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: CS 173, Math 222, 231; Math 351 recommended. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. (Also listed under Math 356.) A systematic treatment of the theory, applications and limitations of discrete-event modeling. Applications will be taken from queueing and other types of models frequently encountered in computer science. Development of actual simulations will be part of the course where simulations will be implemented in a specialized programming language like GPSS. Prerequisites: CS 171, one of Math 210, 222, 231. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

372—OPERATING SYSTEMS. A study of the principles of operating systems and the conceptual view of an operating system as a collection of concurrent processes. Topics include process synchronization and scheduling, resource management, memory management and virtual memory, and file systems. Prerequisite: CS 281. **Staff. 4**

373—PROGRAMMING LANGUAGES. A systematic examination of programming language features independent of a particular language. Topics include syntax, semantics, typing, scope, parameter modes, blocking, encapsulation, translation issues, control, inheritance, language design. A variety of languages from different classes are introduced. Prerequisite: CS 272. **Staff. 4**

374—COMPILERS. A study of regular and context-free languages with the purpose of developing theory to build scanners and parsers. The class will develop its own structured language and construct a working compiler.. An examination of compiler construction tools. Prerequisites: CS 334, 272. **Staff. 4**

375—COMPUTER NETWORKS. A study of computer network architecture and protocols. Topics include packet and circuit switching, datalink, network and transport layer protocols, reliability, routing, internetworking, and congestion control. Prerequisite: CS 281. **Staff. 4**

377—DATABASE SYSTEMS. A study of the design, implementation and application of database management systems. Topics include the relational data model, physical implementation issues, database design and normalization, query processing and concurrency. Prerequisite: CS 281. **Staff. 4**

384—DIGITAL ELECTRONIC AND COMPUTER ARCHITECTURE. A study of the basic components of switching circuits and processors. Investigation of both the internal design of a processor and the entire computer system. Includes a lab. Prerequisite: CS 281. **Staff. 4**

391—ROBOTICS. An introductory course in both hardware and software aspects of robotics. Students will learn the basics of manipulators, sensors, locomotion, and micro-controllers. Students will also construct a small mobile robot and then program the robot to perform various tasks. Prerequisites: CS 281, 384. **Staff. 4**

399—ADVANCED TOPICS IN COMPUTER SCIENCE. A general category used only in the evaluation of transfer credit.

402-403—ADVANCED TOPICS IN COMPUTER SCIENCE.
a. Parallel Processing
b. Graphics
c. Neural Networks
d. Advanced Algorithms **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Dance

Associate Professor Gill Wright Miller, Chair

Associate Professors Sandra Mathern-Smith, Gill Wright Miller; Assistant Professor and Resident Musician Claudia Howard Queen; Instructor Robert Cole; Assistant Professors of World Dance t.b.a.; Adjunct Musicians Charla Dryburgh and Yelena Kushnir

Departmental Guidelines

The Department of Dance is committed to exploring principles of the form through movement and through theoretical inquiry. The faculty believes the liberal arts study of "dance as an art form" necessitates an integration of the kinesthetic (body), the intellectual (mind) and the emotional/internal (spirit). We see this trinity (body/mind/spirit) as the core concern of the discourse, the discipline and the faculty as we explore physical and metaphysical material both academically and artistically. Our aim is to expose students to a wide variety of approaches by utilizing primary and secondary sources. The opportunity for application in research and concert performance is available early in the student's career, enabling her/him to become independently productive in the application of these principles.

Requirements for the B.A. degree in Dance: 40 credits minimum

The Bachelor of Arts degree in dance reflects a philosophy that integrates principles of theory and technique resulting in the informed viewing of and practical participation in performance. Studio course work includes technique classes, performance repertory, improvisation and composition, and the reconstruction of modern, post-modern, ballet and a variety of world dances from this and previous centuries. Theoretical course work includes reading, writing, and moving with an emphasis on creating and exposing theory. The boundaries between technique and theory are purposefully blurred, indicating our commitment to a liberal arts curriculum rather than a conservatory curriculum.

All dance majors must take four theoretical core courses: Dance 274–Cultural Studies in Dance, Dance 284–Dance Improvisation and Composition, Dance 374–Experiential Anatomy/Kinesiology, and Dance 384–Movement Analysis. Students are

advised, but not required, to complete theory courses before the end of their junior year.

Dance majors must also enroll in a minimum of 16 credit hours (8 courses) of technique in any configuration of genres. However, all majors must take Dance 332–Contemporary III and Dance 342–Ballet III.

Finally, dance majors participate in two kinds of culminating experiences. In the theoretical perspective, all majors must take Dance 451–Senior Research in the first semester of their senior year. In the studio perspective, all majors must receive 4 repertory credits (repertory credit is awarded one credit per approximately 50 rehearsal hours – typically one credit per work performed).

Minor in Dance: 24 credits minimum

The minor in Dance consists of a minimum of 24 credit hours. Minors may select any two "core" courses from the theoretical list: Dance 274–Cultural Studies in Dance, Dance 284–Dance Improvisation and Composition, Dance 374–Experiential Anatomy/ Kinesiology, and Dance 384–Movement Analysis. The minor must also take a minimum of 8 credit hours of technique (4 courses) which must include Level III of one genre (Dance 332, 342) or an equivalent program of technical study in World Dance forms as approved by the Department. All minors are required to enroll in Dance 451–Senior Research first semester of the senior year, and must receive 4 repertory credits (repertory credit is awarded one credit per approximately 50 rehearsal hours – typically one credit per work performed).

Course Offerings

—The General Education requirements include two performing arts courses. Dance technique courses are "half" courses, for which students are awarded two credit hours rather than the more typical four credit hours. Consequently, any combination of *two* technique classes fulfills *one* General Education requirement.

—It is expected that students might enroll at the same level for more than one semester. Generally, a student remains at the same level for one year.

— All technique classes may be repeated for additional credit without additional charge.

— All 100-level courses assume no previous experience with dance movement.

— Contemporary technique students are advised to enroll in Contemporary I, regardless of previous experience.

— Ballet technique students are advised to enroll in Ballet II if they have 3 years or more of previous training.

— World Dance technique students are advised to enroll in World Dance I if they have no previous *dance* experience; or World Dance II if they have previous dance experience, even if none in the form/technique being offered.

— Instructors will be watching students in the first week of classes in order to adjust placement where appropriate.

— Dance majors and minors are advised to take Composition/Improvisation and Cultural Studies in Dance or Women in the Arts during their sophomore year, and Experiential Anatomy/Kinesiology and Movement Analysis during their junior year. That schedule supplies the foundation and makes room for a full-year research and/or choreographic project in the senior year.

122—WORLD DANCE I. This course, open to all students regardless of previous dance training, offers dance experience with non-Western forms. Course work includes instruction in technique, outside readings, and performance observation. Content varies with respect to dance material presented, depending on interests of teaching faculty and students, and on the competencies of guest artists who take part in teaching the course from semester to semester. The aim of introducing students to non-western forms will be accomplished in one of three ways: a) the first is by offering studio classes in a variety of forms to include Asian forms (e.g., Butoh), Indian forms (e.g., Bharata Natyam), African forms, (e.g. Ghanaian, West African, Senegalese), South American forms (e.g., Capoeira and Tango) and the like; b) a second is by offering Western concert forms predominantly influenced by such non-Western forms; c) a third is by offering Western concert forms predominantly incluenced by popular culture (e.g., social and street forms), and forms which, though highly Westernized, have roots in other cultures and are not usually included in the dominant Western concert canon (e.g., tap and jazz). **Staff. 2**

132—CONTEMPORARY I. This course offers students a basic movement experience which strives to promote greater integration of mental and physical knowledge and kinetic awareness. Exercises emphasizing placement, flexibility and strength will be taught. The basic elements of dance — space, time and force — are introduced and explored with the larger purpose of providing a deeper appreciation of dance as an art form. A brief introduction to the history of modern dance in the U.S. is included through video viewings and readings. Concert attendance and a limited number of reaction papers are required. **Mathern-Smith. 2**

142—BALLET I. This course serves the student with no previous training, and those who have had little training or none recently. Basic body placement, the positions of the feet, simple port de bra, and other simple movements are taught. The proper carriage of the body in classic ballet technique is explored through elementary barre and centre exercises. Second semester offers an accelerated introduction to accommodate newcomers yet sustains the development of returning students. A brief introduction to the history of ballet dance in the U.S. is included through video viewings and readings. Concert attendance and a limited number of reaction papers are required. **Cole. 2**

199—INTRODUCTORY TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.

222—WORLD DANCE II. This course, open only to students with previous dance study (although not necessarily in techniques explored in the course), focuses on the same forms as are brought into focus in World Dance I (above) in the same semester. In this more advanced class, the guest instructor will assume students will be able to assimilate physical information more quickly. Consequently, this course will cover these forms in greater detail and with greater depth in the same amount of time. Course work includes instruction in technique, outside readings, and performance observation. **Staff. 2**

232— CONTEMPORARY II. This course offers students a heightened movement experience with greater emphasis on technical development and aspects of performance. Exercises emphasizing placement, flexibility and strength are taught, with specific attention given to gravity, transition, phrasing and movement of the torso and limbs in opposition and harmony. Concert attendance, journal writing and research on contemporary choreographers' work would be examples of the outside-of-studio experience. Permission of instructor required. **Mathern-Smith. 2**

242—BALLET II. Primarily a continuation of Dance 142—Beginning Ballet Technique, a certain amount of review of the basic work precedes the study of a greater variety of simple steps. There is increased emphasis on épaulement, pirouettes, adagio and petit and grand allegro in center work. The level of technique expands to include longer, more controlled adagios, more variety of turns, effort to improve elevation and extension, and a development of port de bras in relationship to carriage and performance. Concert attendance and a limited number of reaction papers are required. **Cole. 2**

274—CULTURAL STUDIES IN DANCE. This course will frame Western social and concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Using a theory of assimilation, transmission, and migration, students will meet a series of historical works and dance movements (disco, rave, etc.) while simultaneously being exposed to poststructuralist epistemology and feminist theory in order to analyze them. In this way, the course aims to teach ways of interrogating social practices surrounding dances in any culture from a Western academic perspective. **Miller. 4**

284—DANCE IMPROVISATION AND COMPOSITION. This course will explore the methods and elements of dance composition through improvisational exercises and compositional studies. Through the manipulation of space, time and dynamics in spontaneous movement exercises compositional elements will be discovered and explored, and a developing understanding of choreography will emerge. Students will

explore solo, duet and finally group improvisations. In addition to learning and practicing the art of moving in the moment, students will be required to create, analyze and critique original compositional studies. A portion of this course will be devoted to learning and understanding the principles of Contact Improvisation as a tool for comprehending the forces of the body in motion, for further broadening choreographic possibilities, and as a means of training the body, mind, and spirit. **Mathern-Smith. 4**

299—INTERMEDIATE TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.

322—WORLD DANCE: DANCE AND ETHNICITY. This course investigates the historical aesthetic practices of a human society outside of the West along its religious, social, political, economic and ecological foundations and accomplishments. For example, in the Spring 2001 course, Dance and Ethnicity discussed the evolution of the Odissi dance, an ancient dance form from India. The course will include emergence of other dance forms from the neighboring regions, focussing on their emergence as an expression of devotion, ethnicity and a means for intercultural communications. The dance form considered will change every year. In 2001-2002, the dance form is Indonesian, including Balinese and Javanese forms. **Staff. 4**

332— CONTEMPORARY III. This course is designed for students with significant experience in Modern Dance training. It provides the dancer with the rigorous training required for performance and requires an attitude that anticipates professionalism. Students will be challenged to integrate both technical and qualitative skills while continuing to develop strength, flexibility, endurance, and a sensitivity to gravity, momentum, and phrasing. Advanced classes meet for two hours three times per week. No outside work is required. Contemporary II and permission of instructor required. **Mathern-Smith. 2**

342—BALLET III. This course is designed for the most advanced ballet technicians in the department and requires an attitude of dedication that anticipates professionalism. The level of the class in general determines the material presented. Advanced classes meet for two hours three times per week. No outside work is required. **Cole. 2**

352—JUNIOR RESEARCH AND METHODOLOGY SEMINAR. This seminar will guide students through the mechanics of dance theory, research, and methodology in order to prepare them for a senior research experience. During the course of the semester's work, each student will prepare a significant proposal, an annotated bibliography, and a selection of methodologies that would bring the proposal to fruition. **Miller. 2**

361-362—DIRECTED STUDY. Individual pursuits in composition/improvisation/choreography, history/ criticism, anatomy/kinesiology, or movement analysis/reconstruction under the supervision of a faculty member. **Staff. 2-4**

374—EXPERIENTIAL ANATOMY/KINESIOLOGY. Through various approaches to learning (memorizing factual information, sharing personal body-centered stories, drawing evocative and descriptive images, and moving through guided developmental movement explorations), students will be exposed to an introduction to anatomy and kinesiology in their own bodies. The course materials approach the body primarily through skeletal, muscular, and neurological systems, but also through consideration of other systems (e.g., digestive, respiratory) and attitudes about sexuality and emotions, body image and concepts – each from the anatomical and kinesiological perspective. All students are required to keep weekly journals, present classroom materials in a formal assignment and conduct a major research project to illustrate their command of kinesiological terminology and reasoning. **Miller. 4**

384—MOVEMENT ANALYSIS. Through two specific systems of movement analysis (Labanotation and Laban Movement Analysis), the student will be exposed to both quantitative and qualitative methods for close textual analysis of movement. The course will consider elements of support and gesture, direction, level, timing, part of the body moving, as well as effort dynamics, relationship to the environment, and kinespheric crystallizations, and ways of organizing the movement in the body. These methods of analysis are then applied to concrete movement situations selected and designed by the student ranging from sports situations to therapeutic situations to historical dances for reconstruction and performance. **Miller. 4**

394—SPECIAL TOPICS IN DANCE. From time to time, according to the expertise of the faculty and the interests of the students, special courses that can address intensive study will be arranged and offered. This course can be taken more than once for credit. **Staff. 4**

399—ADVANCED TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.**1-3**

410—PERFORMANCE WORKSHOP. The technical aspects of producing a concert are applied through practical experience. Performance space preparation (the hanging of lights, laying of the floor, and the building of audience space) and the designing of lighting, costumes, and publicity are taught by means of application. Students are awarded credit based on the number of hours of involvement. Available every semester. **Staff. 1-2**

420/430/440—REPERTORY. New and reconstructed works choreographed by faculty and guest artists are learned by students and rehearsed for public performance. Credit is awarded based on the number of hours of involvement. Differences in course number refer to genres of performance work. By audition only. (Auditions held early each semester.) Available every semester. **Staff. 1-2**

451-452—SENIOR RESEARCH. This course consists of an integration of theoretical and technical course work through the intensive examination of Western dance philosophy as the foundation for the student's own dance experience. It represents a culminating experience in areas identified by each individual student. During the course of the semester's work, each student will prepare a significant research document, the undertaking of several works for concert production, the reconstruction of a significant historical work, or the like. The resultant document/performance will be presented publicly for an identified audience in partial fulfillment of the degree requirements. **Miller. 4**

484—SEMINAR IN PRODUCTION AND CHOREOGRAPHY. This seminar focuses on the creation and production of an original choreographic work and the production of a concert of works presented and produced by the department of Dance at the end of the Spring semester. Responsibilities include not only the creation of a work but also aspects of budgeting, technical production and publicity , and all things associated with a concert. Students will take on assigned responsibilities collaborating on the production of a performance event. This seminar meets once a week. Students are required to participate in discussion, sharing their process. **Mathern-Smith. 2**

East Asian Studies

Professor Barry Keenan, Director

Faculty: Parvin Alizadeh, John Cort, Tod Frolking, David Goldblatt, Barry Keenan, Laurel Kennedy, Xinda Lian, Kent Maynard, James Pletcher, Michael Quintero, Susan Richardson, Michael Tangeman, Kevin Wetmore, Andrea Ziegert

To graduate with a degree in East Asian Studies requires a balance of courses in Chinese or Japanese language study with courses, selected from a variety of departments, focusing on the East Asian region. Study in China, Hong Kong, Taiwan, or Japan for a semester or a year on an approved program is encouraged. Every senior major will research a topic chosen by the student in consultation with professors from two disciplines.

A Minor in East Asian Studies

The East Asian Studies minor requires four semesters of study of the Chinese or Japanese language. The twenty credits to fulfill the minor must include the two core courses, and three additional courses chosen from category III (see below). Only one independent study course, and one comparative course will count toward the minor.

A Major in East Asian Studies

Majors will choose courses in close consultation with a faculty adviser. Senior year the major will focus the methodologies of two disciplines on a research topic

concerning China, Japan, or their interaction. The major requires one language semester beyond the college language requirement, seven area studies courses, and a senior research project that together normally will equal a total of thirty-six credit hours. Advisers can help the student select which courses in approved study-abroad programs will meet the following requirements:

I. Language requirement: four semesters of Chinese or Japanese coursework, or the equivalent. Majors are encouraged to begin their language work at Denison their first year, if possible.

II. The Two Core Courses
   A. History 232 — Traditional East Asian Civilization; or Religion 216 — Religions of China and Japan
   B. History 233 — Modern East Asian Civilization

III. Five East Asian area studies courses, selected from the following:
   A. Art 291 Art of Japan
      Art 292 Art of China
      Chinese 205 Classical Chinese Literature in Translation
      Chinese 305 Philosophical Taoism and Chinese Literature
      Chinese 340 Chinese Cinema: A Cultural and Literary Study
      Hist. 232 Traditional East Asian Civilization
      Hist. 326 The Confucian Classics
      Hist. 327 The Modern Fate of Confucian China
      HNRS 165 Mandate of Heaven in Classical China
      Pol. Sci. 325 Politics of Southeast Asia
      Rel. 216 Religions of China and Japan
      Theatre 403 Japanese Theatre and Cinema
   B. Independent Study (maximum of two):
      Examples:
      Art 363-364 Contemporary Chinese or Japanese Art
      Chinese 361-362 Readings in Chinese Texts
      Econ. 361-362 East Asian Economics
      Geog. 364 Geography of China
      Japanese 361-62 Readings in Japanese Texts
      Interdepartmental 361-362 Directed Study in East Asian Studies
      Interdepartmental 363-364 Independent Study in East Asian Studies
   C. Comparative Courses (Maximum of two):
      East Asia in comparison with another region of the world
      Art 157 History of Asian Art Survey
      Comm. 400-9 International Communication
      Econ. 312 Economic Development in the Third World
      Econ. 323 International Trade
      Econ. 340-2 Emerging Markets
      Hist. 328 Vietnam at War
      International Studies 200 Human Rights and Asian Values
      POSC 308 Politics of the Third World
      POSC 355 International Political Economy
      Religion 233 Buddhism
      Theatre 404-1 Ibsen in East Asia
      Theatre 404-2 Revenge: East and West

IV. Senior Research Project

East Asian Studies 450 — Senior Project in East Asian Studies. Selecting two disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members from both disciplines.

Study Abroad

Denison-approved programs of study in the People's Republic of China are available in Nanjing and Beijing for semester or year-long periods through the China Consortium (CIEE), as well as through the Institute for the International Education of Students (IES). Applications can be considered for either semester, or for a year. In Hong Kong, the International Asian Studies Program at the Chinese University of Hong Kong is approved, and is normally two semesters in length. In Japan, the Waseda program is approved for a full year, and the IES programs at Nagoya or Tokyo for either semester or for the full year are also approved. In Singapore, a good semester program operated by the IES has been approved.

Course Offerings

Art

157—HISTORY OF ASIAN ART SURVEY. Survey of the arts of India, China, Japan, and Southeast Asia emphasizing works in their historical, religious and social context. **Staff. 4**

291—ART OF JAPAN. A survey of Japanese architecture, sculpture, painting, and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Staff. 4**

292—ART OF CHINA. A survey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. The course provides an opportunity to work with the Denison collection of Chinese art. **Staff. 4**

Chinese

111-112—BEGINNING CHINESE. A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Lian. 4**

205—CLASSICAL CHINESE LITERATURE IN TRANSLATION. A survey of Chinese literature from antiquity to the 13th century, providing acquaintance with, and enjoyment of, masterworks of various genres that have exerted great influence on the life and thought of Chinese people throughout the ages. (Normally offered in the fall.) **Lian. 4**

211—INTERMEDIATE CHINESE. Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 **Lian. 4**

212—INTERMEDIATE CHINESE. Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211 **Lian. 4**

305—PHILOSOPHICAL TAOISM IN CHINESE LITERATURE. This course examines a special group of early Chinese texts from antiquity to the 8th century that will not only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring.) **Lian. 4**

321—FIFTH-SEMESTER CHINESE OFFERED BY REMOTE COLLABORATION FROM KENYON COLLEGE. (Normally offered in the fall). **Bai. 4**

340—CHINESE CINEMA IN ENGLISH: A CULTURAL AND LITERARY STUDY. With the aid of modern critical theories, students will study the most representative works of Chinese cinema since the mid-1980s. By analyzing the origins, themes and styles of the films, students can hope to have a better understanding of the main cultural and literary trends in contemporary China and of modern Chinese society in general. The course will be conducted in English. **Lian. 4**

HNRS 173-1—DREAM AND FANTASY IN CHINESE LITERATURE: REVITALIZING THE TRADITION. Through close analysis of some of the most interesting recurrent themes, this seminar examines how the Chinese literary tradition re-invents and revitalizes itself in its development. Students will also learn about the distinctive features of major genres in Chinese literature. No knowledge of Chinese language required. **Lian. 4**

361-362—DIRECTED STUDY. Readings in Chinese texts. **Lian. 1-4**

363-364—INDEPENDENT STUDY **Lian. 1-4**

Communication

400-09—INTERNATIONAL COMMUNICATION: POLITICS AND POLICY. This seminar examines the nature of information flows between nations, the issues raised by such communication, and the institutions involved and patterns evident in the resolution of policy differences. The course surveys the transfer of news and entertainment programming as well as financial, trade and other data across borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized in international fora. **Kennedy. 4**

Economics

340-2—EMERGING MARKETS. Recent economic development of selected developing countries, including their industrial and trade strategies, their relationship to the world economy and their relative importance in international trade. Prerequisite: Either Econ. 201 (Intermediate Macro) or Econ 202 (Intermediate Micro). **Alizadeh. 4**

History

232—TRADITIONAL EAST ASIAN CIVILIZATION. The civilizations of China and Japan from classical times to the nineteenth century. Topics treated: the unique staying power of the 2000-year tradition of the Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, Japan's centralized feudalism, and lasting Japanese cultural monuments. (Normally offered in the spring.) **Keenan. 4**

233—MODERN EAST ASIAN CIVILIZATION. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism and modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. (Normally offered in the fall.) **Keenan. 4**

326—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition that define human nature, and what it is to be moral. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean, and Japanese peoples. Tutorial discussion of personal journals, and class discussions centered on personal reactions to the texts place individualized learning at the heart of this seminar. (Normally offered in the fall.) **Keenan. 4**

327-1—CONFUCIAN AND COMMUNIST CHINA. The major reforms in socialist China after 1976 raised issues of recurrent importance in China's twentieth century history. This course systematically compares the reforms that redefined Confucian institutions after 1895 with the post-Mao reforms of communist China. Common themes emerge: the repression of the radical 1898 reforms and the repression of the 1989 Tiananmen democracy movement; the challenge of the decentralization of state-run economies; inventing unprecedented legal and judicial protections for private enterprise; and, cultural iconoclasm towards Chinese tradition. Could modernization in Confucian or communist China propel the economy forward without inducing politically revolutionary results? Could the intellectual elite relate to established political power without selling out their objectivity, or inducing repression? **Keenan. 4**

328—VIETNAM AT WAR. Beginning with the clash of dynastic order and French colonialism in the nineteenth century, the course will examine the genesis of Vietnamese nationalism, and the nature and consequences of the Vietnamese struggle for national liberation. Post-WWII warfare will be studied in the context of the larger Cold War, including the rise of communism in China, and the Korean War. **Keenan. 4**

HNRS 165-1—THE MANDATE OF HEAVEN IN CLASSICAL CHINA. This course examines the origins of Chinese civilization. We begin with a cultural ecology of the earliest adaptations of humans to the distinctive environment of ancient China. Paleology, paleobotany, archeology, historical geography and mythology correct problems in the early Chinese written record. China's neolithic revolution, literate revolution and statehood revolution are analyzed. Indigenous definitions of what distinguishes human beings from other animals are explored through the Confucian tradition. We conclude with the establishment of the dynastic state in classical times that set the standard for Chinese government down to the twentieth century. **Keenan. 4**

Japanese

111-112—BEGINNING JAPANESE. A comprehensive introductory course in modern standard Japanese through the four basic skills: aural comprehension, speaking, reading and writing of Hiragana, Katakana and basic Kanji. **Tangeman. 4**

211-12—INTERMEDIATE JAPANESE. Development of conversational and reading skills. Aural/oral exercises, review of Japanese grammar and practice in writing and reading of Kanji. Prerequisite: 112. **Tangeman. 4**

361-62—DIRECTED STUDY.

FYS 102: THE HISTORY OF MODERN JAPANESE FICTION. **Tangeman. 4**

Political Science

308—POLITICS OF THE THIRD WORLD. This course explores the politics of developing countries of Asia, Africa, and Latin America in their historical socioeconomic contexts. The goals of the course include familiarizing students with the details of politics in selected countries and understanding important concepts of political science by applying them to the case study countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. No prior knowledge of the developing world is required. However, students will be expected to identify and analyze issues germane to the developing world, read and critique systematically, form and defend arguments and opinions, conduct independent library research, pose researchable questions, and discuss readings and research findings in class. **Pletcher. 4**

355—INTERNATIONAL POLITICAL ECONOMY. The purpose of this course is to explore different theoretical approaches to international politics and economics. The course will focus on U.S. foreign policy in the post-war international system, issues of trade and finance, and the impact these have had upon the problems of developing societies. Students are expected to bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analytic reasoning and persuasive argumentation. **Pletcher. 4**

Religion

216—RELIGIONS OF CHINA AND JAPAN. This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. **Cort. 4**

233—BUDDHISM. An historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. **Cort. 4**

Theatre

403-01—JAPANESE THEATRE AND THE CINEMA. This theatre history seminar focuses on the relationship between theatre and film in Japan in the 20th century. The students will read several Japanese plays, view one Japanese film per week, and examine the use of Japanese classical theatre (such as Kabuki and Noh) in films such as "Those Who Tread on the Tiger's Tail," "An Actor's Revenge" and "Throne of Blood," as well as the influence of film in creating modern Japanese theatre, such as in plays like "John Silver" and "Watachi no Beatles." **Wetmore. 4**

Economics

Professor Robin L. Bartlett, Chair

Professors Robin L. Bartlett, Sohrab Behdad, Richard L. Lucier, Timothy I. Miller; Associate Professors Parvin Alizadeh, David Boyd, Laura Boyd, Theodore A. Burczak, Ross M. LaRoe, Andrea Ziegert; Assistant Professor Laura Ebert; Instructor Mary Lee Van Meter

Departmental Guidelines

The purpose of the Economics major is to develop students' ability "to think like economists." Courses introduce students to a core body of economic knowledge and to research skills. The core body of knowledge is divided into six broad categories: economic theory, econometrics, economic institutions and history, economic literature, economic applications and policy issues, and empirical economics. In addition to exposing students to this core, the structure and content of our courses enable students to develop particular skills that will help them use this knowledge to think analytically and creatively about the complex economic issues facing our global economy.

The content of our curriculum is tiered. In introductory courses students learn the basic principles of economics. In intermediate courses students develop their understanding of microeconomic, macroeconomic, and econometric theory. The advanced courses give students an opportunity to study in depth a particular field of economics through application of the requisite basic skills, and appropriate theoretical models and empirical methods. These courses primarily focus on national and international concerns, public policies, and controversies in economic theory and policy.

The structure of our curriculum is such that intermediate and many advanced courses are accompanied by a laboratory course. The laboratory course not only reinforces the material students are learning in the traditional course with active learning exercises, but

also further develops basic empirical and research skills. In conjunction with the traditional courses, the laboratory courses develop critical judgment, analytical, mathematical, computational, communication, and creativity skills.

Graduates of the Department of Economics seeking immediate employment have been successful in securing interesting and challenging positions in business, government, and non-profit enterprises. The economics curriculum also provides students with the opportunity to prepare themselves for graduate or professional studies in economics, business, public administration, international affairs, and law.

Major Requirements

All economics majors must complete a minimum of eight four-credit economics courses and four one-credit laboratory courses. The major must satisfy the following requirements:

Core Requirements

All students must take:
Principles and Problems (190, 4 credits)
Intermediate Macroeconomic Theory (201, 4 credits)
Intermediate Macroeconomics Laboratory (201, 1 credit)
Intermediate Microeconomic Theory (202, 4 credits)
Intermediate Microeconomics Laboratory (202, 1 credit)
Econometrics (207, 4 credits)
Econometrics Laboratory (207, 1 credit)

Students wanting to major in economics must have completed the above courses by the end of their junior year.

Advanced Course Requirements:

In addition to the above, all students must take at least four courses chosen from the 301-341 sequence or at the 440 level. At least one of those courses must have an associated laboratory.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 123, 124, 222, 231, 341 and one course from the list 342, 351, 356; Economics 190, 201, 202, 207, 332 and one additional course from the 301-341 sequence or 440.

Philosophy, Politics and Economics

The Economics Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 140.

Economics/International Studies Major

Students majoring in economics may choose to participate in International Studies (see page 105 for details). Economics majors wishing to participate in the major are expected to fulfill the requirements for the economics major and those of the international studies major.

With the approval of their faculty adviser, students may use one seminar (Economics 340) with an international orientation in place of one of the required courses. In any case, two of the advanced courses chosen to fulfill the Concentration requirements must have associated laboratories.

Minor Requirements

The Economics minor is meant to provide a basic grounding in economics for students majoring in other fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Minors must take the following courses: 190, 201, 202, 301 and two additional courses from the 301-341 sequence or 440.

Course Offerings

NOTE: In order to receive credit, students must register for both the four credit course and the one credit laboratory course where that is applicable.

Introductory Courses

149—ACCOUNTING SURVEY. A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. The meaning, purpose, and function of accounting in business are presented through studying the concepts and theories of accounting. Basic accounting procedures covered in this course include journalizing transactions, posting, trial balances, adjusting entries, and preparation of financial statements. Other topics include internal control, inventory methods, depreciation, and generally accepted accounting principles. The course focuses on the sole proprietorship, partnership and corporate forms of business organization. Course credit may not be counted toward a major in Economics. **VanMeter. 4**

150—ISSUES IN THE AMERICAN ECONOMIC SYSTEM. This course is a study of contemporary issues in the American economy. Students will be introduced to the mode of reasoning in economics and will become familiar with the analysis of production in a market economy. This is to provide students with a frame of analysis for critical understanding of the nature of economic issues and the debates that surround these issues. The topics of exploration may include market structure, competition and consumer sovereignty; labor and labor organizations, economic inequality, poverty and discrimination; environmental decay and control; government intervention in the market; unemployment, recession and inflation; budget deficit and national debt; the position of the U.S. in the world economy. This course fulfills the General Education requirement in American Social Institutions. Offered irregularly. **Staff. 4**

190—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. This is the first course for the major and is prerequisite for ALL intermediate and advanced economics courses. It will also fulfill the Social Inquiry General Education requirement. There is no prerequisite, but students who take Economics 150 may later take Economics 190. This course will be more technical and devoted to model building than the 150 course. **Staff. 4**

199—INTRODUCTORY TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

Intermediate Level Courses

201—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of Gross Domestic Product, the unemployment rate, and the price level. The components of aggregate spending – consumption, investment, foreign trade and government – will be examined to determine their significance for explaining the business cycle. Similarly the financial side of the economy and the role of money will be examined to determine their impact on the business cycle. The purpose of each examination is to understand the factors that move the economy and how fiscal and monetary policy can be used to alter the course of economic trends. The lab that accompanies this course is comprised of computer exercises and simulations. The computer exercises give students the opportunity to examine trends in economic data, run experiments, and to discover association between variables. The three simulations of the Council of Economic Advisers give students the opportunity to use the theory they are learning in class and in the lab to judge the appropriateness of fiscal and monetary policy. Prerequisite: 190. **Alizadeh, Bartlett, Burczak, Ebert, Miller. 4**

201—INTERMEDIATE MACROECONOMIC LABORATORY.
Alizadeh, Bartlett, Burczak, Ebert, Miller. 1

202—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: 190. **D. Boyd, L. Boyd, LaRoe, Lucier, Ziegert. 4**

202—INTERMEDIATE MICROECONOMIC LABORATORY. D. Boyd, L. Boyd, LaRoe, Lucier, Ziegert. 1

207—ECONOMETRICS. An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypotheses, estimating magnitudes, and prediction. Prerequisites: 201 and 202. **L. Boyd, Miller. 4**

207—ECONOMETRICS LABORATORY. L. Boyd, Miller. 1

299—INTERMEDIATE TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

Advanced Courses

The following courses have *either* Economics 201 *or* 202 as prerequisites:

301—ECONOMIC CONTROVERSIES AND THE EVOLUTION OF ECONOMIC THOUGHT. A critical inquiry into the historical foundations of present controversies in economics. Two sets of issues have been intertwined in the development of the present paradigms in economic theory. There have been social and ideological issues such as the power of the state and the limits of individual rights, social harmony and conflict, stability and change, and poverty and inequality. And there have been theoretical concerns about the nature and determinants of value, wages and prices, allocation of resources, distribution of social product, and the operation and efficiency of the market. In this course there is an attempt to better understand present controversies in economics by exploring the historical relation between socio-ideological issues and theoretical concerns within various schools of economic thought. Beginning with medieval times and continuing into the twentieth century, selected writing of the leading members of these schools of thought will be critically examined in the context of the historical and institutional conditions of their time. **Behdad, LaRoe. 4**

302—EVOLUTION OF THE WESTERN ECONOMY. History and analysis of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in light of contemporary economic theory and modern quantitative evidence. (Offered irregularly.) **LaRoe, Lucier. 4**

The following courses have Economics 201 as a prerequisite:

311—MONETARY THEORY. The role money plays in determining economic outcomes, such as the level of employment, the aggregate price level, and the rate of economic growth, is one of the more controversial issues in economics. To get a handle on these controversies, this course explores the institutional structure of the U.S. monetary system, including the Federal Reserve, the body charged with the conduct of U.S. monetary policy. Then, the course compares and contrasts different perspectives on the role money plays in economic activity. The goal is to combine knowledge of the institutional structure of the U.S. monetary system with an understanding of the various theoretical perspectives on monetary theory in order to gain some insight into the difficult issues facing the conduct of successful monetary policy. This course builds towards simulated Federal Reserve Open Market Committee Meetings, in which students will form their own opinions about the influence monetary policy has on the rates of inflation, unemployment, economic growth, and the distribution of income.

Bartlett, Burczak, Ebert. 4

311—MONETARY THEORY LABORATORY. **Bartlett, Burczak, Ebert. 1**

312—ECONOMIC DEVELOPMENT IN THE THIRD WORLD. A survey of the structure and problem of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisites: 201, 207, or consent. **Alizadeh, Behdad, Ebert. 4**

312—ECONOMIC DEVELOPMENT LABORATORY. **Alizadeh, Behdad, Ebert. 1**

313—INTERNATIONAL FINANCE. This course is a study of monetary interdependence among nations. The following topics will be explored: foreign exchange markets, international currency systems, national income determination in an open economy, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange control, monetary problems of developed and underdeveloped countries, international capital flows. **Behdad, Ebert, Lucier . 4**

313—INTERNATIONAL FINANCE LABORATORY. **Behdad, Ebert, Lucier. 1**

314—COMPARATIVE ECONOMICS SYSTEMS. A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. (Offered irregularly.) **Ebert. 4**

315—INCOME INEQUALITY. This course will examine the distribution of income in the U.S. Special attention will be paid to the issue of poverty and the distribution of wealth. **Bartlett, Ziegert. 4**

316—WOMEN IN THE U.S. ECONOMY. This course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical framework provides the backdrop for examining the economic, political, and social institutions that affect women's contributions to the nation's economic well-being. **Bartlett, Ebert. 4**

316—WOMEN IN THE U.S. ECONOMY LABORATORY **Bartlett, Ebert. 1**

The following courses have Economics 202 as a prerequisite.

321—PUBLIC FINANCE. A study of the impact of governmental taxation and expenditures on the economy. The economic rationale for the existence of the public sector is examined and the development, passage, and implementation of the federal budget is investigated. Issues such as welfare reform, the growth of entitlement programs, the financing of health care, and the theory and practice of taxation are studied. **LaRoe, Ziegert. 4**

322—INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. This course examines corporate decision making as a function of the competitive environment in which the firm operates. In addition to standard market structure theory, we examine a number of business practices including pricing and advertising policy, corporate strategic behavior, and horizontal and vertical mergers and acquisitions. The analysis is often mathematical, with a heavy emphasis on game theory. **D. Boyd. 4**

323—INTERNATIONAL TRADE. This course explores the pattern and problems of world trade. The main topics are: theories of international trade, tariffs and other trade barriers, international trade organizations, common markets and free trade areas, U.S. commercial policies, trade problems of developed and underdeveloped countries, east-west trade, international migration of labor. **Behdad, Ebert, Lucier. 4**

323—INTERNATIONAL TRADE LABORATORY. **Behdad, Ebert, Lucier. 1**

324—LABOR ECONOMICS. This course develops the basic theories of labor supply and demand. Using these theories we examine the institutional forces that the government, unions, and corporate powers have on wages and hours worked. A specific focus of the course is spent analyzing competing theories that explain the wage differentials that exist in U.S. labor markets. **L. Boyd. 4**

324—LABOR ECONOMICS LABORATORY. **L. Boyd. 1**

325—RACIAL AND ETHNIC GROUPS AND THE U.S. ECONOMY. This course examines the roles that various racial and ethnic groups have played in the development of the U.S. economy. Historical forces in conjunction with economic and political institutions have created a unique position for each of these groups. An examination of the causes and consequences for the economy and particular groups of these interlocking forces will be examined. **Bartlett, Miller. 4**

326—URBAN AND REGIONAL ECONOMIC DEVELOPMENT. This course will introduce, develop and analyze the types of and importance of the linkage between the regional economies and their urban subsystems. The topics to be developed include the economic variables which may be used to explain differential rates of economic change in selected regions and the impact of such changes on the pattern of economic growth and the quality of life in urban or metropolitan areas. (Offered irregularly.) **LaRoe, Ziegert. 4**

327—ENVIRONMENTAL ECONOMICS. This course provides an examination of various economic issues facing business and government regarding the use of natural resources and the management of environmental quality. Students will develop an understanding of both the economic nature of environmental problems and the economic tools necessary to explore and devise potential policy solutions for environmental problems. In addition, students will examine the institutional framework within which environmental problems exist in order to understand those factors which may mitigate against economic solutions. **Ziegert. 4**

The following courses have *both* Economics 201 *and* 202 as prerequisites:

319—MATHEMATICAL MACROECONOMICS. This course is specifically designed to be a stepping stone to graduate school. It makes extensive use of mathematical notation and relies heavily upon calculus. About 40 percent of the course is devoted to applying calculus tools to topics previously covered in intermediate macroeconomics. Calculus and intensive mathematical modeling allow insights not available with the tools of intermediate theory. About 60 percent of the course is devoted to more advanced topics that are drawn from macroeconomics and investment theory. **Miller. 4**

329—MATHEMATICAL MICROECONOMICS. This course explores the mathematical foundations of microeconomics. Constrained and unconstrained optimization are employed to generate the results of consumer theory, producer theory and market structure. The course is particularly well sujited for those students contemplating graudate study in economics or business. **D. Boyd. 4**

Additional Courses

340—TOPICAL SEMINARS IN ECONOMICS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. **Staff. 4**

341—POLITICAL ECONOMY OF THE MIDDLE EAST. A study of the general features of the economic development experience of the Middle East. This course will note the elements of similarity and the extent of diversity among the economies of the region, and will examine the strategies of planning and patterns of economic development in these economies. We will study the structural transformation of these economies and the dynamics of their relations with the colonial and modern West. We will examine the interactive relation between economic policymaking and class formation, as well as the economics of internal and international migration, OPEC and the oil market, and the economics of war, occupation and sanction. In the past decades, many Middle Eastern countrries have been confronted with an Islamic revivalist movement that seeks to transform the economic organization of society according to what has been proposed as "Islamic economics."

In this course we will study the theoretical basis of various interpretations of Islamic economics and will examine their policy and planning proposals. **Behdad. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

440—ADVANCED THEORY SEMINARS. Open to advanced students interested in further exploration and development of various aspects of economic theory. Prerequisites will be determined by individual instructors. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Education

Associate Professor Lyn Robertson, Chair

Associate Professor Karen Graves, Instructor Suzanne Baker

Major in Education

The Department of Education emphasizes the relationship between schooling and society and the analysis of teaching and learning in interdisciplinary terms. The student majoring in Education is seeking teacher certification and also majors in another discipline which, under most circumstances, is her or his teaching field.

Departmental Guidelines

Denison offers programs leading to the Adolescence to Young Adult License in Earth Sciences, Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, Life Sciences, Physical Sciences, Integrated Science, and the Multi-age License in Drama/Theater, French, German, Latin, Spanish, Health, Physical Education and Visual Art.

It is also possible for the student interested in elementary education or some area of special education to take appropraite work at Ohio Wesleyan University, Antioch College or some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification/licensure in one of those fields and must be approved in advance by the Committee on Teacher Education. Total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four-year period.

A student preparing for teacher certification may qualify for any of the degrees described in the Plan of Study section in the catalog. With certain exceptions, the departmental major, augmented by related coursework, can be utilized as a teaching field.

Early consultation with a member of the Department of Education is important and

will facilitate the planning necessary to meet the requirements for certification/licensure in most states. It is the student's responsibility, however, to communicate with the Department of Education in any state other than Ohio for the purpose of meeting that state's requirements for certification/licensure.

Enrollment in the Teacher Education Program

Official enrollment in the teacher education program must be approved by the Committee on Teacher Education. Application should be made as soon as possible after the first semester of the first year. Criteria utilized by the Committee for full approval in the program relate to both personal and academic qualifications. For the latter, the guidelines applied are a 2.50 cumulative grade-point average and a 3.00 in the applicant's major teaching field. More specific information about the former can be obtained at the Department of Education office.

Certification/Licensure for Teaching

For both the certificates and licenses offered in the state of Ohio in the aforementioned fields, requirements are met by completing prescribed course work in general education, professional education, an additional major or majors that serve as the teaching field(s), a comprehensive assessment in the senior year and successful performance on the appropriate Praxis II tests. The professional education course requirements are Psych 100, Ed 213, 250, 390, 310 (P-12 certification/licensure only), 312, 410, 411, 415 and 420.

The teaching field normally coincides with the student's academic major at Denison, but coursework required for teaching licenses typically exceeds the number of courses required in an academic major.

A total of approximately 175 clock hours of field and clinical experience are included in the requirements of Ed. 213, 250, 312, 390 and 410, and, for students completing requirements for P-12 licenses, Ed. 310 provides 40 more such hours. One hundred additional hours are completed in a May Term or a three-semester-hour field experience, and the remaining 25 hours are fulfilled through elective field experiences.

A detailed report on The Quality of Teacher Preparation from the Education Department of Denison University, as mandated by Title II of the Higher Education Act, 1998, can be found on page 246.

Professional Semester

The professional semester, which includes student teaching, normally is the second semester of the senior year.

Ed. 410, "General Methods of Teaching"
Ed. 411-10–411-55, "Special Methods of Teaching"
Ed. 415, "Student Teaching"
Ed. 420, "Senior Seminar" (includes completion of professional portfolio)
Comprehensive Assessment (portfolio, interview, case analysis)

The Ninth Semester Plan for Student Teaching

(For graduates of Denison only)

The Teacher Education program at Denison University is planned so that most students can complete it within four years. Students who are early in making the decision to earn a teaching certificate usually encounter few difficulties in scheduling the necessary courses and field experiences. Students who make the decision as late as their junior year may not have enough time left to complete the requirements for teacher certification. In order to make it possible for such students to meet these requirements, the following plan is available. Note that it is not a substitute for our four-year program leading toward certification; it augments that program and makes it more flexible for those who need more time.

With the approval of the Committee on Teacher Education, students who graduate from Denison having completed all requirements for teacher certification, with the exception of the ten-week student teaching experience, the general methods course, and the senior seminar are eligible to return during the fall or spring of the next academic year to perform their student teaching. The tuition for the 12-week student teaching experience is $1,500 for the 2001-2002 academic year.

Post-Bachelor's Teacher Certification Program

With the approval of the Committee on Teacher Education, students who have graduated from Denison or other institutions with a bachelor's degree may enroll in a three-semester sequence leading to teacher certification. Information concerning this program may be obtained in the Department of Education. Tuition for the three semesters is one-half the normal tuition.

Students participating in the ninth semester plan or one-year program are not required to live in college housing or use the college food plan, although they might be permitted to do so if space in either area is available.

Transportation

Classroom observation, participation, and teaching assignments are made in the various schools of Granville, Heath, Newark, Licking County and Columbus. While the Department of Education seeks to utilize available student automobiles when scheduling such experiences, on occasions where this is not possible, the responsibility for transportation rests with the student.

Course Offerings

199—INTRODUCTORY TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

213—THE U.S. EDUCATION SYSTEM. Students will develop a thorough and systematic understanding of the development of education and schooling in the United States. Relationships between school and society will be analyzed from both an historical and a contemporary perspective in a cross-disciplinary approach that relies on historical, philosophical, sociological and economic literature. Themes include the connection between liberty and literacy, centralized versus local control of schools, expansion of schooling, inequalities in schooling, and the differentiated curriculum. Sixteen hours of clinical and field experience will be scheduled during the semester in a variety of settings. **Graves. 4**

250—THE LEARNER AND THE TEACHER. This course examines the learning-teaching process from philosophical, ethical and psychological perspectives. Readings include the educational treatises of Plato,

Isocrates, Rousseau, Wollstonecraft, Dewey and Martin. Theories of behavioral, cognitive and humanistic psychology are addressed. This course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activites that focus on the teacher, the learner and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. Prerequisite: Psychology 100. **Graves, Robertson. 4**

299—INTERMEDIATE TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

310—EARLY AND MIDDLE CHILDHOOD: TEACHING AND LEARNING. This course will explore the goals and aims of preschool and elementary education and examine prevailing curricular programs and materials in the preschool and elementary grades. Various patterns for organizing and staffing preschool and elementary schools will be studied with attention directed toward important considerations, methods, and techniques for teaching elementary age children. To supplement the campus classroom work, students will be assigned three hours a week of field experience working with a teacher in an elementary school setting. Additionally, ten hours of tutorial instruction on the curriculum, resources, and methods of the student's special teaching field are required. (First semester) **Baker. 3**

312—LITERACY AND LEARNING: THEORY AND PRACTICE. The purpose of this course is to help teachers improve their students' performance in their subject fields by using reading and writing processes. Emphasis is on theories of reading and writing, on approaches for solving problems related to these processes, and on teaching students to read and write critically. The course includes a 30-hour commitment to a field experience in an area school classroom and is a prerequisite for the professional semester. (First semester) **Robertson. 4**

345-346—SPECIAL PROBLEMS. Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 2-4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY.

390—CRITICAL PEDAGOGY: GENDER, RACE AND CLASS IN U.S. EDUCATION. In its examination of current critical issues in U.S. education, the central concern throughout this course is the relationship between school and society. Readings are drawn from history, the social sciences and philosophy. Particular attention is given to critical and feminist pedagogies. Among the issues discussed are reform movements, school funding, bilingual programs, gender equity, urban schooling and multicultural education. This course includes a two-hour commitment each week to social service agencies. **Graves, Robertson. 4**

399—ADVANCED TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

410—GENERAL METHODS OF TEACHING. A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, evaluating, and classroom management. Attention is given to the use of written discourse between teacher and students and among students to develop and extend students' understanding of the discipline; various student groupings (collaborative, cooperative learning, peer teaching); different learning styles (visual, auditory and tactile, for example); instructional activities designed to sharpen skills of critical analysis; and using a variety of assessments (performance assessment, portfolios, authentic assessment and tests) to monitor learning and make instructional decisions. **Baker, Graves. 2**

411-10—411-55—SPECIAL METHODS OF TEACHING. Students learn about the objectives, materials, resources and special methodologies appropriate to their specific teaching fields. Attention is given to strategies which promote students' articulation of ideas and problem solving; the use of research, resources and technology in teaching and learning; planning activities for a culturally diverse classroom, including consideration of students with limited English proficiency or special needs; and the integration of subject material to life in the "real world." **Staff. 2**

415—STUDENT TEACHING. Eligibility is contingent upon approval of the Committee on Teacher Education (see Enrollment in the Teacher Education Program) and acceptance by the school to which assigned.

A full-time commitment to the school will be expected, during which the student will teach at least four classes and perform other duties normally associated with the teaching profession. Prerequisites: Psych 100, Ed 213, 250, 312, 390 and 410. (Second semester) **Robertson, Graves. 10-12**

420—SENIOR SEMINAR. Students engaged in student teaching reflect critically and analyze their experience and the relationship between school and society. **Robertson, Graves. 1**

Educational Studies

Lyn Robertson, Coordinator

Faculty from the Departments of Education, Philosophy, Psychology, Sociology/ Anthropology, and Communication.

Guidelines

The interdepartmental major and minor in Educational Studies are designed to teach participants about important educational issues in our society, to provide the background for service or careers in non-school settings, and/or to help students prepare themselves for a program in elementary education.

The major might be especially appropriate for the person with a broad interest in educational matters or in educational departments of hospitals, correctional institutions, museums, zoos, mental institutions, and churches. The minor could be accompanied by a departmental major in one of the disciplines with an obvious relationship to a particular career, e.g., biology and outdoor education, or art history and museum education.

Neither program is intended to have a narrow vocational focus. Rather, both are designed with the recognition that the liberal arts can be related to the "real world" of informed citizenship as well as provide the context within which numerous careers in education are developed.

Major in Educational Studies

The major requires a minimum of 36 semester hours of credit, including a core of 24 semester-hours distributed among several departments. A concentration of at least four courses must be completed in either the Department of Psychology, Sociology/ Anthropology, or Communication. Additional courses may be chosen from Education and Philosophy in consultation with the Coordinator. Supplementing formal coursework are a required non-credit media workshop and an appropriate internship (e.g., May Term, summer job). Four or more courses taken for the major must be at the 300 or 400 level. Required core courses are the following:

Education 250, "The Learner and the Teacher" (4 sem. hrs.) (prerequisite: Psych 100)
Education 390, "Critical Pedagogy: Gender, Race and Class in U.S. Education" (4 sem. hrs.)
Psychology 200, "Research Methods" (4 sem. hrs.)
Psychology 330, "Cognitive Psychology" or
Psychology 315, "Psychology of Language and Thought," (4 sem. hrs.)
Sociology/Anthropology 210, "Sexual Inequality," or
Sociology/Anthropology 212, "Race and Ethnicity," or

Sociology/Anthropology 214, "American Society" (4 sem. hrs.)
Communication 147, "Media Literacy," or
Communication 223, "Persuasion," or
Communication 306, "Organizational Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)
An additional course requiring service-learning chosen from the remainder of the Denison curriculum.
Professional portfolio

Minor in Educational Studies

Requirements for the minor are similar to those for the major but are less extensive. Students must complete a minimum of 22 semester hours of course work. This includes a required core of 16 semester hours. The non-credit media workshop and internship apply to the minor as well as the major. Required core courses are the following:

Education 250, "The Learner and the Teacher" (4 sem. hrs.) (prerequisite: Psych 100)
Education 390, "Critical Pedagogy: Gender, Race and Class in U.S. Education" (4 sem. hrs.)
Sociology/Anthropology 210, "Sexual Inequality," or
Sociology/Anthropology 212, "Race and Ethnicity," or
Sociology/Anthropology 214, "American Society" (4 sem. hrs.)
Communication 147, "Media Literacy" or Communication 223, "Persuasion," or Communication 306, "Organizational Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

English

Associate Professor James P. Davis, Chair

Professors David Anderson, David Baker, Desmond Hamlet; Associate Professors Mathew Chacko, Kirk Combe, James P. Davis, Richard A. Hood, Linda Krumholz, Lisa J. McDonnell, Priscilla Paton, Dennis Read, Susan Richardson, Sandra Runzo, Ann Townsend, Marlene Tromp; Assistant Professors Sylvia Brown, Gareth Euridge, Cindy Johanek, Greg Polly, Fred Porcheddu, Donya Samara, Charles Wyatt; Poet-in-Residence Paul L. Bennett.

Departmental Guidelines

The English curriculum is intended to serve the general needs of the liberal arts student and at the same time provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. Students who major in English do so at a time when the discipline itself is undergoing an unusually intensive period of self-examination and change. The breadth of these changes—in the purposes, methods, and critical theories that underlie and shape what we do as instructors of English—attests that

the study of language and literature is a dynamic, living, and lively pursuit, one that integrates political, social, philosophic, cultural, and aesthetic values. As a department participating in this evolution, we have designed a program that enables students to pursue a variety of personal and professional goals, one that seeks to balance a variety of needs: for experiences shared by all students majoring in English as well as opportunities for students to pursue individual interests; for historical breadth as well as depth of inquiry; for a variety of classroom experiences, including comprehensive historical surveys, specialized seminars (focusing on particular authors, genres, themes, critical approaches, or historical moments), and individual writing projects, whether scholarly or creative. The faculty in English participate actively in the General Education program, the Women's Studies program, the Black Studies program, service learning opportunities, the Queer Studies concentration, and International Studies.

All students may enjoy readings and lectures made possible by the endowed Harriet Ewens Beck Fund, which has brought such writers as Eudora Welty, Ernest Gaines, Alice Walker, Galway Kinnell, Tom Stoppard, Louise Erdrich, Carolyn Forche, and Mark Strand for visits or short residencies each year. The curriculum in English is also enhanced by a variety of opportunities for students to pursue publishing their works locally in a variety of student-edited journals. *Articulate* (a forum for cultural and literary criticism), *Exile* (a journal of creative writing), *Judy* (a feminist journal), and *MOYO* (a magazine of commentary)are among the publications associated with students in English.

The English Major

Students who major in English must choose an adviser in the English Department to assist them with selecting and sequencing classes to meet their academic and professional goals. All students who major in English must complete a minimum of nine classes in the department, excluding FYS-101. Four of these classes are specifically required: a shared core of historical surveys (English 213, 214, and 230) and a senior seminar (English 400), which is offered each semester on a variety of topics. Students who concentrate in creative writing may find additional requirements listed below. For students not electing to pursue a concentration in creative writing, four seminars at the 300-level are required, one of which must focus on literature before 1900. All students are strongly urged to begin their major coursework with the required historical surveys, which provide useful historical context for subsequent, more focused study in the seminars. But, because specific 300-level seminars probably are not offered every semester, students are encouraged to take seminars, even before they have completed the required surveys, if they are interested in the topics. Students are urged to take a course in critical theory (English 202 or 302, for examples) some time during their stay at Denison, particularly if they wish to pursue studies in English after graduating. A typical array of classes in English would include four 200-level classes, four 300-level seminars, and one senior seminar. Students are encouraged to take more than the minimum number of required classes. The optional, year-long senior research project (English 451-452), like the senior writing project for creative writers, may count as one 300-level course.

Each semester, students wishing to take classes in English should read the semester's course descriptions, available from the English office, which provide more detailed information about specific classes than what appears below.

The Writing Concentration

We are pleased to offer English majors an opportunity to participate in Denison's long and rich history of nurturing writers. Since 1949, Denison's English Department has

offered a concentration in creative writing because we believe creative writing is a fundamental expression of literary knowledge and practice.

To major in English with a concentration in writing, students must take a minimum of nine courses, including English 213, 214, 230, and 400. Also required are English 237, and at least three other courses at or above the 300 level, including one 300-level writing class and one 300-level course in literature before 1900. Writing concentrators must also take a two-semester senior writing project (English 453-54), which may count as one 300-level course.

All writing courses conducted as workshops assume that each student will participate both as a writer and as a responsible critic of the writing of others. A student concentrating in writing should not enroll for more than one writing course per semester and may not take other writing courses during the senior writing project. We suggest that students' 300-level writing courses be in the genre or genres in which they are most likely to focus for their senior writing project.

The English Minor

To minor in English, students must take English 213, 214, and 230, and three additional courses, at least two of which are at the 300 or 400 level. The senior seminar may be elected as one of these.

Special Courses for Teacher Certification in English

Students who wish to teach English in secondary schools need to earn the Integrated Language Arts License from the State of Ohio. To do this at Denison, students must major both in English and Education and take some specified courses in related disciplines. Students should contact both a member of the Education department and an adviser in English for information about the state requirements the first semester that they are on campus.

Course Offerings

FYS101—WORDS AND IDEAS. The primary goal of this course will be to develop the reading and writing abilities of entering students. Attention will be given to the relationships among audience, careful reading, critical reasoning, and effective writing. Course requirements will include assignments based on library research and responsible and clear use of printed sources. Because the topics used to focus these writing workshops vary from section to section, students are urged to read course descriptions for First Year Seminars, available from the English Department and the First Year Programs office, as well as on the University's web page. **Staff. 4**

199—INTRODUCTORY TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

200—INTRODUCTION TO LITERATURE. An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction and drama. **Staff. 4**

201—ACADEMIC WRITING. Theory and practice in essay and other academic writing, allowing students to concentrate on mastering styles appropriate to their own academic or personal needs. **Staff. 4**

202—TEXTS AND CONTEXTS: Introduction to critical reading. A study of the theory and practice of critical reading, with an emphasis on developing progressive expertise in reading for significant detail, irony, intertextuality, and the "writerly" text. Theoretical readings will focus on reader-response and an introduction to poststructuralism. **Staff. 4**

210—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

213—EARLY BRITISH LITERATURE. A study of selected works by men and women writing in the 8th through the 17th centuries. With close attention to various genres and through various critical approaches, this course attends to literary and cultural developments as reflected in a variety of texts and contexts. **Staff. 4**

214—EIGHTEENTH- AND NINETEENTH-CENTURY BRITISH LITERATURE. A study of selected works by men and women writing in the eighteenth and nineteenth centuries in England. The course pays close attention to various genres—satire, poetry, drama, criticism, and fiction—and is designed to sharpen students' reading, interpretive, critical and writing skills, while attending to literary and cultural developments in eighteenth-century, Romantic, and Victorian texts. **Staff. 4**

215—SHAKESPEARE. A study of principal plays, emphasizing the poetic and dramatic aspects of Shakespeare's work, as viewed through a variety of critical perspectives. **Staff. 4**

219—MODERN BRITISH AND AMERICAN POETRY. A survey of poetry from the first half of the 20th century. Attention to major poets (such as T. S. Eliot, W. B. Yeats, and Marianne Moore) as well as Modernist schools (Imagism, the Harlem Renaissance) will be enhanced by attention to the wider history, philosophy, and aesthetics of the time. **Staff. 4**

220—MODERN BRITISH AND AMERICAN FICTION. A survey of fiction from the first half of the 20th century, with attention to such authors as Conrad, Faulkner, Forster, Hemingway, Hurston, Joyce, Lawrence, Toomer, Welty, Wharton, Woolf, and Wright. **Staff. 4**

225—WOMEN IN LITERATURE. Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity, and power. **Staff. 4**

230—AMERICAN LITERATURE BEFORE 1900. A survey of texts and literary movements in America before 1900, emphasizing literary responses to such issues as progress, national identity, the American landscape, and slavery. The course will introduce seventeenth and eighteenth century texts and focus more fully on the literature of the nineteenth century, with attention to various genres and critical approaches. **Staff. 4**

237—CREATIVE WRITING. An introductory course in the writing of fiction and poetry. Students will be asked to read in both genres, do exercises focusing on technique and style, complete and revise significant work in both genres, and critique classmates' work with an eye to providing constructive feedback. **Staff. 4**

240—MODERN DRAMA. A consideration of drama from 1890 to 1956, with emphasis on British and American playwrights, and an eye to female and minority dramatists disenfranchised from the main stages. **Staff. 4**

245—HUMAN DIVERSITY THROUGH LITERATURE. A study of selected works by and about bisexual, gay, lesbian, and transgender people. **Staff. 4**

255—ETHNIC LITERATURE. A study of the literature of various ethnic, racial, and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements, and contemporary relations of groups in American society. **Staff. 4**

259—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom in American experience. **Staff. 4**

291—NATURE AND THE LITERARY IMAGINATION. A study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections vary, but generally include past and contemporary writers who reflect different ethnic and regional outlooks and who work in various modes, including literature, memoir, natural history, and science. **Staff. 4**

298—THE LITERATURE OF PLACE. An exploration of the ways in which literature and locale inform each other, this course focuses on a specific site or community. Through readings of literature "about" that place, the class investigates how cultural, social, historical, and/or institutional realities interrelate—as both cause and effect—with text. An optional trip to the place in question follows the semester. **Staff. 4**

299—INTERMEDIATE TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

302—INTRODUCTION TO LITERARY AND CULTURAL THEORY. A survey of some of the major literary and cultural theories employed by critics today. This course will emphasize readings in primary texts by critical theorists as well as practical applications of those theories to texts of various kinds. **Staff. 4**

310—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

311—STUDIES IN COMPOSITION AND RHETORIC. An intensive study of selected issues, historical periods, theory and theorists, research, or pedagogy in composition and rhetoric. **Staff. 4**

314—STUDIES IN THE SHORT STORY. A study of selected works of major and representative writers working in the genre of the short story. This course may focus on a few specific writers (such as Eudora Welty or Raymond Carver), or on selected schools and movements (such as the avant-garde, naturalism, or modernism), or on special topics within the field (such as post-colonial fictions or Southern writing). **Staff. 4**

325—AFRICAN-AMERICAN WOMEN'S LITERATURE. Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States. **Staff. 4**

326—NATIVE AMERICAN LITERATURE. A study of Native American literature that will provoke considerations of Native American cultural and religious traditions, historical and legal struggles, artistic achievements, and contributions to contemporary American culture. **Staff. 4**

335—COMPOSITION THEORY AND PEDAGOGY. An introduction to theory and practice in composition and an opportunity to apply theories in Denison's Writing Center or nearby classrooms. Students may concentrate on applying theory to any context, tailoring the practicum to their areas of interest. **Staff. 4**

340—CONTEMPORARY DRAMA. Intensive study of drama from 1956 to the present, with emphasis on British and American playwrights. The course will focus on the issues, problems, techniques, and generic forms particular to contemporary drama, with interest in the emerging drama of minority, female, and gay and lesbian playwrights. **Staff. 4**

341—STUDIES IN THE ENGLISH NOVEL. This course will explore the English novel by studying special thematic topics, its evolution, and/or developmental influences. The course might include such authors as DeFoe, Fielding, Austen, Brontë, Gaskell, Dickens, Eliot, or Hardy. **Staff. 4**

342—STUDIES IN THE CONTEMPORARY NOVEL. A study of such contemporary international novelists as Salman Rushdie, Garcia-Marquez, Toni Morrison, Günter Grass, and Nadine Gordimer. The course may have a special focus on such topics as the post-colonial novel or the historical novel. **Staff. 4**

343—STUDIES IN CONTEMPORARY POETRY. A study of selected works of major and representative poets from the second half of the 20th century. Each section might focus on a few specific poets (such as Adrienne Rich or W. S. Merwin), or on selected schools and movements (such as the Confessionals, the Beats, the Language Poets), or on special topics within the field (such as mythology, feminism, or Post-modernism and the avant-garde). **Staff. 4**

346—THE ENGLISH LANGUAGE. A study of the development of the English language and its dynamic presence in the world today. In addition to surveying the history of English from its Indo-European origins to the present time, units within the semester cover general linguistics topics, contemporary literacy controversies, and the social implications of dialect variation and changes in usage. **Staff. 4**

348—STUDIES IN MEDIEVAL BRITISH LITERATURE. Special topics courses studying the textual forms of England, Scotland, Wales and Ireland from 500 to 1500 CE. **Staff. 4**

349—STUDIES IN EUROPEAN LITERATURE. Selected works *in translation* from the Middle Ages through the twentieth century. Depending on the topic of the seminar, authors studied may include such diverse figures as Chrétien de Troyes, Dante, Christine de Pisan, Cervantes, Madame de Lafayette, Molière, Goethe, Ibsen, Tolstoy, Calvino, and Christa Wolf. **Staff. 4**

355—THE HARLEM RENAISSANCE. An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Reneaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s. **Staff. 4**

356—THE NARRATIVE OF BLACK AMERICA. A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Staff. 4**

357—POSTCOLONIAL LITERATURE AND CRITICISM. Readings in literature and criticism from Asia, Africa, Latin America and the Caribbean, in response to the experience of colonialism. **Staff. 4**

361-362—DIRECTED STUDY. Offers the student an oppoortunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major or minor, but it may not be used in place of required 300-level courses. **Staff. 3-4**

363-364—INDEPENDENT STUDY. Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credit may be used to count toward an English major or minor, but it may not be used in plce of required 300-level courses. **Staff. 3-4**

365—STUDIES IN 16TH- AND EARLY 17TH-CENTURY BRITISH LITERATURE A study of selected works of poetry, prose, and drama from 1500-1660. **Staff. 4**

366—STUDIES IN LATE 17TH- AND 18TH-CENTURY BRITISH LITERATURE. Special topics courses based in the literary culture of England from roughly 1640 to 1800. **Staff.4**

367—STUDIES IN 19TH-CENTURY BRITISH LITERATURE. Selected topics in the literature of 19th-century England. The course may focus on Romantic or Victorian authors or representative writers from both eras. **Staff. 4**

368—STUDIES IN 19TH-CENTURY AMERICAN LITERATURE. Selected topics in the literature of 19th-century America. **Staff. 4**

369—STUDIES IN EARLY AMERICAN LITERATURE. Selected topics in the writings of colonial and early national America. **Staff. 4**

371—CHAUCER. A survey of Chaucer's verse and prose, centering on the *Canterbury Tales*. The course engages the social and intellectual transformations in 14th-century England, as well as interpretations of and reactions to Chaucer's writing in the centuries since. A recurrent concern will be the challenges created by the textual instability inherent in a manuscript culture. **Staff. 4**

374—MILTON. A study of *Paradise Lost* and selected shorter poems. **Staff. 4**

375—LATE 17TH- AND 18TH-CENTURY DRAMA. Studies in the production, reception, and sociopolitical context of British drama from roughly 1660 to 1800. **Staff. 4**

379—SPECIAL TOPICS IN LITERARY AND CULTURAL THEORY. In-depth studies of one or two particular critical or cultural theories, with an emphasis on the practical application of those theories to texts of various kinds. **Staff. 4**

383—NARRATIVE WRITING. An advanced workshop course in fiction writing. Students will be asked to read a wide selection of short fiction, and to complete and revise a significant collection of their original work. Students will attain a working knowledge of fictional forms, techniques, and aesthetics. **Staff. 4**

384—ESSAY AND ARTICLE WRITING. An advanced workshop in the writing of nonfiction, requiring numerous and varied reading and writing assignments. **Staff. 4**

385—POETRY WRITING. An advanced workshop in poetry writing. Students will be asked to read a wide selection of poetry, and to complete and revise a chapbook collection of their original works. Students will attain a working knowledge of poetic forms, techniques, and aesthetics. **Staff. 4**

399—ADVANCED TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

400—SENIOR SEMINAR. A required course for seniors that is organized around a theme or topic. All selections require frequent short reports to the class on research or reading. Each student will write a long paper as the basis for a major seminar presentation. **Staff. 4**

451-452—SENIOR RESEARCH. Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**

453-454—SENIOR WRITING PROJECT. This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Open only to a student whose senior research is in progress. **Staff. 4**

Environmental Studies (ENVS)

Associate Professor Abram Kaplan, Director

ENVS faculty: Carol Goland, Abram Kaplan

Active faculty: Ron Abram, Monica Ayala, John Cort, Fardad Firouznia, Tod Frolking, Amy Green, David Greene, Harry Heft, Laurel Kennedy, Jonathan Maskit, Julie Mulroy, Bill Nichols, Jim Pletcher, Brigitte Ramos, Tom Schultz, Scott Siddall, Bahram Tavakolian, Steve Vogel, Wes Walter, Andrea Ziegert

Additional resource faculty: Robin Bartlett, Myron Beasley, Eloise Buker, Ted Burczak, Susan Diduk, Paul Djupe, Dan Gibson, Andrew Glendening, Karen Graves, Warren Hauk, Richard Hood, Eduardo Jaramillo, Barry Keenan, Linda Krumholz, Peter Kuhlman, Lisbeth Lipari, Bernardita Llanos, Richard Lucier, Marci McCaulay, Kent Maynard, Marlee Meriwether, Priscilla Paton, Fred Porcheddu, Sita Ranchod-Nilsson, Lyn Robertson, Susan Richardson, Pam Scully, Mitchell Snay, Chuck Sokolik, Ann Townsend, David Woodyard

Program Guidelines and Perspective

Environmental Studies is an interdisciplinary inquiry into the relationship between humans and the environment. Both a major and a minor are available to students with an interest in the rigorous study of these issues. The major requires students to develop a specific environmental focus as a concentration in addition to the environmental core courses. Students who wish to major in Environmental Science may do so through the Individually Designed Major (IDM) program at Denison, but should first consult with the ENVS Program Director. The minor in ENVS allows students to integrate an environmental perspective with their major field of study.

As an interdisciplinary area, Environmental Studies draws on work in the natural sciences, the life sciences, the social sciences, the humanities, and the arts. It endeavors to bridge these many intellectual approaches and perspectives in the hope that students will gain deeper understanding both of the environmental problems facing the world and of proactive opportunities for change. Among issues of concern and investigation are resource utilization, the impact of technology on the ecosystem, relationships between the environment and sociocultural systems, geographic information systems analysis, environmental economics and policy, conservation of biological diversity, nature writing, alternative dispute resolution, environmental psychology, and environmental ethics, among many others. See the Program web site — www.denison.edu/enviro — for details.

Major Requirements

The Environmental Studies major involves 14-16 courses from *four categories* as follows:

A)*Three core courses* required of all majors:

ENVS 100 Introduction to Environmental Studies (Fr./So.only) (offered both Fall & Spring)
ENVS 240 Environmental Problem Solving (prereq:ENVS 100) (offered Fall semester only)
ENVS 400 Environmental Capstone Seminar (prereq: ENVS major or minor; taken Spring Senior year)

B)*Two* environmental science courses, including at least one with a prerequisite.

BIOL 202 Ecology and Evolution (prereq: BIOL 101 and BIOL 102) (offered both Fall & Spring)
CHEM 212 Environmental Chemistry (prereq. CHEM 121 and 122) (offered Spring '02)
GEOL 200 Environmental Geology (prereq. GEOL 110 or GEOL 111) (offered Spring '02)

If taking only one of the science courses listed above, take one of these in addition:

ENVS 302 Topics in Environmental Science (offered Fall 2001 only)
ENVS 210 Environmental Assessment (not offered 2001-02)
PHYS 100 Energy and the Environment (not offered 2001-02)

Note that the number of courses required to fulfill the science component of the major ranges from three (e.g., GEOL 111 + GEOL 200 + ENVS 210) to six (BIOL 101 + BIOL 102 + BIOL 202 + CHEM 121 + CHEM 122 + CHEM 212).

C) *Three social science/humanities courses* (including at least one humanities and one social science course).A sample list of courses follows; see www.denison.edu/enviro/courselist.html for a current list or consult the ENVS Program for approval

of courses not listed. Note that some of these courses do include a prerequisite. Check the current pre-registration guide for the current status.

Humanities — examples:
ENGL/ENVS 291 Nature and the Literary Imagination (no prereq.) (offered Spring '02)
HIST/ENVS 381 Environmental History of North America (no prereq.) (offered Fall'01)
HIST 283 Plagues and Peoples (no prereq.; usually taught as HNRS) (not offered 2001-02)
PHIL/ENVS 260 Environmental Ethics (prereq. PHIL 101 or ENVS 100) (offered Fall '01)
REL/ENVS 205 Religion and Nature (soph standing, no prereq.) (not offered 2001-02)

Social Science — examples:
ECON/ENVS 327 Environmental Economics (prereq. ECON 202 or consent) (offered Spring '02)
ENVS 262 Environmental Dispute Resolution (prereq. ENVS 100) (not offered 2001-02)
ENVS 284 Environmental Planning and Design (prereq. ENVS 100) (not offered 2001-02)
ENVS/SA 334 Sustainable Agriculture (prereq. ENVS 100 or SA 100 or consent) (offered Fall '01)
ENVS 302/HNRS 196-01 Varieties of Environmentalism (offered Fall '01)
POSC/ENVS 328 Politics of the Global Environment (no prereq.) (offered Fall '01)
PSYC/ENVS 320 Environmental Psychology (consent) (not offered 2001-02)
SA/ENVS 244 Environment, Technology, and Society (prereq. SA 100 or ENVS 100 or consent) (not offered 2001-02)
SA/ENVS 245 Ecology and Culture (prereq. SA 100 or ENVS 100 or consent) (may be offered Spring)
SA/ENVS 321 Development, Women &Ecology (prereq. SA 100 or SA 210, ENVS 100 or WMST 101) (not offered 2001-02)
SA/ENVS 333 Tourism and Social Change (prereq.SA 100) (not offered 2001-02)
SA/ENVS 333 Environment & Development in Latin America (prereq SA 100) (not offered 2001-02)

D)*Concentration:* 6 additional, advanced courses: proposal due mid-February of sophomore year. Obtain information on specific concentration proposal sequence from ENVS Program office.

Note: A total of up to 5 GEs may be satisfied within the ENVS major; up to two courses may be double counted between the major and a second major/minor; no double counting is allowed within the major.

Study Abroad Programs

Students are encouraged to participate in study abroad programs when appropriate to enhance the concentration area or otherwise supplement course offerings at Denison. Students wishing to do so must go abroad prior to their senior year. Further, any courses taken abroad that serve as substitutes for courses listed above or which are otherwise used to satisfy elements of the Environmental Studies major must

be approved in advance of the student's departure for the off-campus program by the Environmental Studies Director. *A maximum of three off-campus courses may be used to satisfy requirements in the major.*

Minor Requirements

Students wishing to minor in Environmental Studies must complete six courses: ENVS 100, ENVS 240, one upper-level environmental science course (CHEM 212, BIOL 200 or GEOL 200; note that each course has 1-2 prerequisites),one environmentally-related Social Science course, one environmentally-related Humanities course, and one additional course, which must be taken outside the student's major, from a pre-approved list available from the Environmental Studies Program office. Note: Students wishing to alter their minor requirements should consult with the Director.

Course Offerings

Environmental Studies

100 —INTRODUCTION TO ENVIRONMENTAL STUDIES. This course provides an initial sense of the interdisciplinary study of the relationship between humans and the environment. It offers a systematic introduction to the range of environmental problems facing the world today, and an overview of solutions to those challenges through governmental action, collective efforts, and personal initiative alike. Topics for in-depth exploration include agriculture (the environmental impacts of industrialized agriculture and the ecological basis for an alternative, sustainable agriculture), biodiversity (the status of the world's biodiversity, causes of biodiversity loss, governmental and private efforts for recovering species), energy (conventional energy as a source of human-induced climate change and social and political barriers to the adoption of alternative energy sources), and consumption and consumerism (the ecological footprints of nations and individuals). This course provides an essential foundation for students who intend to major or minor in Environmental Studies. (Fresh/Soph. only). Offered Fall '01 & Spring '02. **Goland/Staff. 4**

210—ENVIRONMENTAL ASSESSMENT. Environmental assessment demonstrates the importance of rigorous scientific research in monitoring and assessing the health of a variety of ecosystems. Classroom experiences will be augmented with laboratory work including mapping and biological and chemical sampling of a local watershed. Students will explore the interdisciplinary nature of assessment and remediation strategies through this local fieldwork and in case studies from distant habitats. Students will produce a collaboratively designed and implemented web publication that underscores the interdependence of environmental issues. Not offered 2001-02. **Staff. 4**

230—INTRODUCTION TO ENVIRONMENTAL MAPPING. Approximately 80% of all data used by businesses and the US government has a geographic component. Aerial photography, satellite imagery, Global Positioning Systems (GPS) and Geographic Information Systems (GIS) are extremely useful tools in environmental planning, resource management, and risk assessment. This course is designed to introduce students to GIS and remote sensing spatial analysis techniques within the framework of a structured project. By the end of the course, students should be able to plan an environmental assessment project within a GIS framework, read and understand maps, interpret aerial photos, collect data using GPS technology, import "canned" data from internet and government sources, conduct basic raster and vector GIS analyses, understand the basics and principles of satellite remote sensing, and present and critique GIS/remote sensing projects. This course is designed as a prerequisite to Geographic Information Systems Analysis, which will focus on more advanced GIS analyses and independent projects. Fall '01. **Staff. 4**

240—ENVIRONMENTAL PROBLEM SOLVING. This course gives students a chance to explore the realm of proactive change in the environmental arena. It combines the theories of policy, the tools of problem solving, and the practice of dealing with environmental challenges in the real world of American government. The premise of the course is this: if you want to improve the state of the planet, you have to propose a solution. To make a solution happen, you should understand the process of getting an idea through the decision-making system. Effecting change requires a background in the system(s) that make things happen, whether you ultimately want to work within the system or outside it. This course is divided into two main components: an

overview and implementation of problem solving techniques, and an in-depth examination of the U.S. Congress' role in environmental policy formation. The latter section culminates in a "Moot Congress" undertaken by students at the end of the semester. Prereq: ENVS 100. This is a core course in the ENVS major & minor. Not recommended for first year students. Offered Fall '01. **Kaplan. 4**

245—ECOLOGY AND CULTURE. In this course we examine present-day human adaptations to diverse environmental zones. We look at biological and cultural means by which traditional human societies solve environmental challenges in zones such as high altitude tropical mountains, arid lands, and tropical rain forests. This examination includes hunter-gatherer economies, swidden agriculture, and intensive farming systems. We establish how and if these groups are adapted to their environment, as well as how such adaptations may be enhanced or disrupted by outside influences, especially development efforts. Along the way this allows us to reflect on the adaptiveness of some of our own cultural behaviors. Prerequisite: ENVS 100 or SA 100 or consent. **Goland. 4**

262 —ENVIRONMENTAL DISPUTE RESOLUTION. An in-depth investigation of alternative dispute resolution (ADR) as an improved means to affect change in environmental conflict. Both an intellectual and hands-on introduction to the theory and practice of ADR, relying on research into theoretical aspects of conflict, attendance at both conventional litigatory and ADR hearings, and actual participation in ADR exercises. Prerequisite: ENVS 100.Not offered 2001-02. **Kaplan. 4**

284—ENVIRONMENTAL PLANNING AND DESIGN. This course examines a variety of local environmental planning processes and issues, focusing primarily on the communities surrounding Denison,as well as the theories, concepts and tools of design, both at a community level and for individual buildings. Particular attention will be paid to controversial models of architecture and planning in order to understand some of the negative implications of conventional approaches. Field trips, group exercises, research and project competitions will form the basis for course evaluation. Prerequisite: ENVS 100 or consent. Not offered 2001-02. **Kaplan. 4**

301-302—ENVIRONMENTAL TOPICS. This course provides students with an opportunity to investigate particular issues from diverse perspectives in the environmental area. Environmental challenges and solutions of local, national and global scale are addressed, typically with a hands-on and interactive format. This course is offered on an irregular basis with unique topics in each version; students may enroll in this course more than once. Prerequisite: ENVS 100. **Staff. 2-4**

334—SUSTAINABLE AGRICULTURE: COMMUNITY, CROP, AND CULTIVATION. This course provides an ecological and sociocultural exploration of Sustainable Agriculture, as practiced primarily in the contemporary United States. We establish the historical and cultural roots of conventional agriculture and determine the environmental and social consequences of conventional practices. While not intended to be an agronomy course, we will discuss the agroecology of sustainable food production, including principles of soil management, pest control, and crop rotations. We will also study agriculture in its sociocultural context in order to assess what kind of social and cultural changes would be required in order to create a truly sustainable food production system. An important component of the course is field trips to conventional and alternative farms. Prerequisite: ENVS 100 or SA 100 or consent. Offered Fall '01. **Goland. 4**

351—ADVANCED GEOGRAPHIC INFORMATION SYSTEMS ANALYSIS. Using Arc/Info and ArcView 3.0 software, students will explore advanced applications of GIS in environmental assessments, natural and physical science applications, and spatial problem solving. Topics will include surface analyses, terrain modeling, network analysis, and 3-D simulations. The course will focus on case study analysis/ discussions, applied problem solving assignments, and two independent projects. Prerequisite: ENVS 230 or consent. Offered Spring '02. **Staff. 4**

400 —ENVIRONMENTAL CAPSTONE SEMINAR. The capstone course is for students who have majored in ENVS (ENVS minors may enroll with the consent of the instructor).The primary objective is to integrate and culminate the study of environmental issues at Denison and to develop skills in promoting environmental change. Students work in an intensive format with a real "client "and real deadlines to research a problem, assess options, recommend solutions, and evaluate outcomes. Examples of projects include energy and water conservation, local land use planning, wetlands management, reuse/recycling programs, agricultural preservation, and environmental impact assessment. Prerequisite: ENVS major, minor, or consent of the instructor. Offered Spring '02. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 4**

363-364 —INDEPENDENT STUDY. **Staff. 3-4**

419 —ENVIRONMENTAL RESEARCH DESIGN. This course provides a consideration of research design and methodology for juniors majoring in Environmental Studies who plan to undertake senior research projects. In this course we consider elements of the research process spanning disciplinary perspectives that include natural science, social science, and humanities approaches. Topics include: qualitative vs. quantitative research; exploratory, descriptive, and experimental research; hypothesis generation and testing; using the literature; defining research questions; and establishing a methodology. By the end of the course students are expected to produce a proposal for their senior research projects. Note: Required for juniors planning to do Senior Research. Offered Spring '02. **Staff. 4**

420 -SENIOR RESEARCH SEMINAR. In this course we consider various aspects of the research process, including finding a topic, specifying a significant question, critically evaluating literature, creating conceptual models, generating hypotheses, identifying validity threats, collecting and analyzing data, and presenting your work. The aim of the course is to aid students in all aspects of the research process, as well as to develop the skills necessary for an interdisciplinary undertaking such as environmental studies. Emphasis is placed not solely on individual research progress but on sharing the research endeavor among peers and providing collegial critique and support. This course is required of all ENVS majors undertaking a senior research project. Enroll concurrently with ENVS 451. Offered Fall '01. **Staff. 2.**

451-452 —SENIOR RESEARCH. **Staff. 4**

Note: The above list is a current list of environmentally relevant courses; other courses may be relevant to individual students 'concentrations. Following are examples of environmentally relevant courses from other departments:

Biology

202—ECOLOGY AND EVOLUTION. This course explores the fundamental concepts of ecology and evolution and integrates them in a study of the interactions between organisms and their environment and how those interactions shape the history of life on Earth. With a thorough understanding of population genetics and natural selection, this course addresses ecological questions at the level of the individual, population, community and ecosystem. A common thread that binds the course is the role of deterministic and stochastic processes in shaping ecological systems and macroevolutionary patterns. Prerequisite: 101 and 102. Four class periods and one laboratory weekly. **Firouznia, Hauk, G. Smith or Schultz. 4**

221—SPECIAL TOPICS IN PLANT ECOLOGY. For students who have had a general ecology course, this is an opportunity to explore topics relating to the ecology of plants in greater depth. Topics vary each time the course is taught, and focus on subjects such as plant population biology, biogeography, plant-herbivore interactions, and world ecosystems. Prerequisites: BIOL 101,102,202 or consent. Offered Fall semester, even years. **Staff. 4**

227—ENTOMOLOGY. Introduction to the biology and diversity of terrestrial arthropods with an emphasis on functional morphology, evolutionary ecology and behavior. Laboratory will include field studies of insects at the Denison University Biological Reserve and the preparation of a collection. Prerequisite: BIOL 102. Offered Fall semester, even years. **Schultz. 4**

270—CONSERVATION BIOLOGY. This course will address the biological concepts and methods that are applied to the determination, preservation, and management of biodiversity. Students will learn and practice methods of estimating species diversity and habitat assessment using local habitats and biota. This course will also examine human-induced threats to biodiversity, environmental ethics, and the policies designed to conserve species. Specifically we will focus on how biological research informs management decisions. Prerequisite: BIOL 101,102. Offered alternating Fall semesters. **Schultz. 4**

280—EVOLUTIONARY BIOLOGY. This course provides a comprehensive survey of evolutionary theory with an emphasis on the processes that drive organismal change. Patterns of evolution will be interpreted in the context of population genetics and natural selection. An emphasis will be placed on integrating all biological disciplines under the paradigm of evolution. Prerequisites: BIOL 101, 102, and 201. Offered Spring semester, odd years. **Schultz. 4**

312—HERPETOLOGY. An in-depth study of the evolution, anatomy, physiology, behavior and ecology of amphibians and reptiles. Lectures will focus on major conceptual issues in herpetology, with examples drawn from the worlds herpetofauna. Laboratories will focus on field identification, natural history, ecology and behavior of species native to the northeastern U.S. Laboratory exercises will make extensive use of the diverse

herpetofauna of the Denison University Biological Reserve and surrounding area. Prerequisite: Biology core. Not offered in 2001-2002 **G. Smith. 4**

313—VERTEBRATE FIELD BIOLOGY. In this course we investigate the biology of vertebrates. In particular, we will be considering the many ways in which vertebrates interact with and respond to their environment, and thus this course will emphasize the evolution, ecology, and physiology of vertebrates. Laboratories will focus on the biology of local vertebrates, and will consist of field and laboratory exercises, as well as field research projects. We will make extensive use of the Denison University Biological Reserve. Prerequisite: Biology core or consent. Spring semester. **G. Smith. 4**

320—PLANT SYSTEMATICS. In Plant Systematics students learn how major groups vascular plants are classified, named, and identified. We study about 50 plant families in detail including tropical and temperate representatives (using living plant material whenever possible), learn how to use keys and floras to identify local species, and learn how to find information about plants in traditional and electronic sources. Understanding evolutionary relationships among the families studied is a central theme. This course provides important background for students planning to do fieldwork in ecology, plant-animal interactions, environmental education, and related subjects. Prerequisites: Biology core or consent. Second Semester. **Hauk. 4**

327—BIOLOGY OF INSECTS. In this course we will explore the world of insects and their interactions with other species. Our central focus will be to survey insect diversity and explore how various orders, families, and species are adapted through evolution to their specific environment. But we will also use that diversity as a lens through which we will examine major concepts in biology. Topics of discussion will be drawn from readings in Nature, Science, and the primary literature and will include the following; plant-insect coevolution, mating systems, anti-predator defenses, eusocial behavior, parasitism, disease transmittance, insect conservation, and control of agricultural pests. Laboratory will include field studies of insects at the Denison University Biological Reserve and the preparation of a collection. Prerequisite: Biology core or consent. Not offered in 2001-2002 **Schultz. 4**

340—ANIMAL BEHAVIOR. A study of the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include the genetics, ontogeny and neural basis of behavior as well as strategies of habitat choice, foraging, defense, courtship, parental care and sociality. The laboratory will include several multi-week experiments designed to test hypotheses concerning behaviors observed in the field and lab. There will be a strong emphasis on data analysis and interpretation, and use of the primary literature. Prerequisite: Biology core or consent. Not offered in 2001-2002. **Schultz. 4**

370—CONSERVATION BIOLOGY. This course will address the biological concepts and methods that are applied to the determination, preservation, and management of biodiversity. Students will learn and practice methods of estimating species diversity and habitat assessment using local habitats and biota. This course will also examine human-induced threats to biodiversity, environmental ethics, and the policies designed to conserve species. Specifically we will focus on how biological research informs management decisions. Prerequisite: Biology core or consent. Not offered in 2001-2002. **Schultz. 4**

Chemistry

212—ENVIRONMENTAL CHEMISTRY. This course will address the complex chemical interactions which occur within and among the atmosphere, hydrosphere, and biosphere. Both naturally occurring and human induced processes will be covered. The course will make extensive use of current articles ,the Internet, and guest speakers from a number of area companies and agencies. Outside speakers will give talks on toxicology, environmental law, analytical test procedures, remediation techniques, etc. Several classes will be devoted to an ecological risk assessment simulation developed by the American Industrial Hygiene Council. The intent on introducing the above topics is to show that decision making in the environmental arena is a multi-disciplinary process. Student participation in class will be strongly encouraged through group presentations, reports, and assignments which reflect opposing views on topics. The intent of the course is to provide students with the basic knowledge and techniques which will allow them to be informed contributors to the environmental issues which will have an impact on their lives. Prerequisite: CHEM 121,122. Offered Spring semester, even years. Offered Spring '02. **Ramos. 4**

Economics

327—ENVIRONMENTAL ECONOMICS. This course provides an examination of various economic issues facing business and government regarding the use of natural resources and the management of environmental quality. Students will develop an understanding of both the economic nature of environ mental problems and the economic tools necessary to explore and devise potential policy solutions for environmental problems. In

addition, students will examine the institutional framework within which environmental problems exist in order to understand those factors which may mitigate against economic solutions. Prerequisite: ECON 202 or consent. Crosslisted with ENVS 327-01 Offered Spring '02. **Ziegert. 4**

English

194—LANDSCAPE IN AMERICAN ART AND LITERATURE. The lay of the land has been central to the American sense of self, destiny, disillusionment, and renewal. This course, as it presents verbal and visual representations of America, introduces the interdisciplinary "field "of landscape studies. In other words, the class discusses the importance and practice of "reading "the landscape for the cultural meanings imposed upon it and for traces of the American landscape and different cultural and ethnic outlooks on "nature."We will discuss literary selections (a mix of essays, fiction, and poetry), artists, and photographers. Students will also read some critical essays on "landscape studies "to facilitate the interdisciplinary approach. Note: Crosslisted with HNRS 194. By invitation only. **Paton. 4**

291—NATURE AND THE LITERARY IMAGINATION. We will explore several questions about humanity 's relationship with the rest of nature. How, for example, has the rise of ecological science shaped the literary imagination in our time? What evidence of the "ecological imagination "can we find in earlier texts? What can we learn from cultures quite different from our own about nature and imagination? What does Wendell Berry mean when he says,"It is possible to care for each other more or differently than we care for the earth?" We will work with a range of writers from various fields, including literature and science. Prerequisite: FYS 101 OR ENVS 100 or consent. **Paton. 4**

Geography

252—GEOGRAPHY OF NORTH AMERICA. A geographical analysis of North America with respect to the correlation of the physical, climatic, and resource background with the economic and cultural development. **Frolking. 4**

260—WEATHER AND CLIMATE. An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. **Frolking. 4**

300—GEOMORPHOLOGY. The systematic study of earth surface processes and landform development in tropical, temperate, arid, and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: GEOL 110 or 111. **Frolking. 4**

Geology

200—ENVIRONMENTAL GEOLOGY. A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to human interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: GEOL 111 or consent. Offered Spring '02. **Greene. 4**

305 -HYDROGEOLOGY. A systematic study of groundwater flow, groundwater resources and groundwater pollution. Emphasis will be placed on geologic materials and the dynamics of water movement, well hydraulics, regional groundwater systems, the basics of groundwater chemistry, and groundwater contamination. Prerequisites: GEOL 110 or 111. **Frolking. 4**

History

381—HISTORY OF THE NORTH AMERICAN ENVIRONMENT. In this introduction to environmental history, we will consider what historian Richard White refers to as the "often unforeseen reciprocal influences operating between social and natural systems." To this end, we will consider: 1)How human attitudes and activities have worked together to reshape the North American landscape. What have been the consequences of those alterations for natural and human communities alike?2)At the same time, how has the natural world resisted human intervention and revealed the limits of such intervention? Our approach will be loosely chronological, and we will draw on a wide range of material -scholarly monographs, nature novels, landscape painting, documentaries, and the land itself. Note: Crosslisted with ENVS 381. Offered Fall '01. **Green. 4**

Honors

196 —VARIETIES OF ENVIRONMENTALISM. This seminar asks the basic question, "What is environmentalism?" We explore some of the ways in which environmentalism is practiced in the developed First World and the developing Third World (or, in the terms preferred by many scholars and activists, the North and the South). Among the organizing questions for the seminar are: What are the similarities and differences of environmentalism in the North and the South? How is environmentalism related to issues of human inequality on bases such as race, class, gender, caste, and nationality? How do intra-human questions of justice intersect with inter-species questions of justice? What are the causes and consequences of environmental change: who pays the costs and who receives the benefits? We will look at ways that natural resource issues (in particular timber and forests, water and dams, and energy) and environmental justice issues are framed and expressed in the North and South. Our study will involve case studies from the United States, Latin America and India. Crosslisted with ENVS 301-01. Offered Fall '01. **Cort. 4**

Philosophy

260—ENVIRONMENTAL ETHICS. This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive pecial attention. Prerequisite: Any 100-level philosophy course, any First Year Studies course taught by a member of the philosophy department, or consent. Offered Fall '01. **Vogel. 4**

Physics

100—ENERGY AND THE ENVIRONMENT. In this course, we will apply fundamental physical principles to study the sources and uses of energy in our technological society. Benefits, problems, and energy alternatives will be examined from a physics perspective with a particular emphasis on environmental and sustainability issues. We will analyze problems quantitatively; the level of mathematics assumed is high school algebra. The course includes a laboratory for hands-on experimentation and environmental assessment. There are no prerequisites for this course other than an inquiring mind. Note: First-year, sophomores, and juniors only.Not offered 2001-02. **Walter. 4**

Political Science

328—POLITICS OF THE GLOBAL ENVIRONMENT. This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed (or not addressed) by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required, however, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. Crosslisted with ENVS 328. Offered Fall '01. **Pletcher. 4**

Psychology

320—ENVIRONMENTAL PSYCHOLOGY. An examination of the relationship between the environment and psychological processes. Topics studied include early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way- finding behavior, effects of institutional size on performance, and attitudes toward the natural environment. Prerequisite: PSYC 100 or consent. Not offered 2001-02. **Heft. 4**

Religion

205—RELIGION AND NATURE. An investigation of the religious value of nature in Christianity and Buddhism, and in particular in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. Not offered 2001-02. **Cort. 4**

Sociology/Anthropology

244—ENVIRONMENT, TECHNOLOGY, AND SOCIETY. This course will explore the relationships between social institutions, their environments and technology. We will examine the process by which these three elements interact, change, and are manifested. These three elements define the human, or individual, proportions of our immediate ecosystem. Social institutions must gather, process and distribute energy resources in order for their members to survive.T Technologies, material and ideational, become means of adaptation societies use to reduce uncertainty and minimize the costs associated with producing energy by manipulating and changing their physical environments. The course will examine these issues ,requiring students to apply these concepts in real world contexts. Not offered 2001-02. **Staff. 4**

321—WOMEN, DEVELOPMENT, AND ECOLOGY. The focus of this course will be on two interrelated issues: 1)the impacts of socioeconomic change on the roles and life-experiences of women in developing societies, and 2)the social and economic contributions of women within the development process. By adopting a cross- cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of Western-style change, including feminist orientations toward women 's liberation, within Third World contexts. Prerequisite: SA 100 or consent. Not offered 2001-02. **Tavakolian/Diduk. 4**

322—PEOPLE AND CULTURES OF AFRICA: HUNGER IN AFRICA? This course is a historical, comparative and ecological examination of hunger in Africa. It examines prevailing theories and debates that seek to understand the marked decline over the last twenty-five years in Africa 's ability to meet its food needs. The effects of environmental degradation, low rainfall, as well as economic, political and social impediments to food self-sufficiency will receive examination .Special attention will be give to "internal "and "external "conditions that cause and/or exacerbate problems of hunger, for example, national policies focused on food production and distribution versus international market structure and attempts to promote food relief and hunger prevention programs. A central theme is that issues of status, prestige and power intervene to allocate scarce resources which, of course, include food. Note: Must register under HNRS 288-01. Not offered 2001-02. **Diduk.4**

333—CAUSES AND CONSEQUENCES OF CHANGE. This course analyzes the sources, processes, and directions of social and cultural change. It examines different theoretical models which account for social change. Of particular importance are conceptual distinctions between evolution, modernization, industrialization, urbanization, revolution, economic development, and cultural domination. Possible topics for exploration may include change brought through population increase, the growth of technology, exploitation of resources, migration and hunger. Prerequisite: SA 100 or consent. Offered Spring '02. **Diduk.4**

Additional courses in these and other departments are anticipated. Students should consult with the Environmental Studies Program for additional information.

First-Year Program

Dean: Donald G. Schilling

First-year seminars introduce entering students to the rigors and rewards of college courses in the liberal arts. Limited to a maximum of 18 students, each seminar offers students the opportunity to expore a particular issue, interest or problem in depth and to develop or refine critical academic skills and the habits of mind necessary for success in college. These smaller classes allow for substantial dialogue between teacher and students, student-to-student interaction, and experimentation with teaching/learning methods.

First-year seminars are designed to achieve a number of goals: a) providing courses exclusively for first-year students in an environment that encourages active

participation in the learning process; b) enhancing student writing skills by making writing a significant element in every seminar; c) strengthening abilities of students to read and think critically, to express themselves cogently, and to use library resources effectively; d) generating intellectual excitement through sustained engagement with a chosen topic.

Each student is required to take two seminars during the first year. These courses may be taken in any order or simultaneously. One must be First-Year Seminar 101 which has the teaching of writing as its primary focus. While faculty organize these courses around particular themes, they require numerous writing assignments and revisions along with instruction in the process of writing. The second requirement is met by First-Year Seminar 102, one of the topical seminars in which frequent writing assignments are evaluated for style as well as content. Most of the FYS 102 seminars fulfill a General Education requirement.

First-Year Seminar 101—WORDS AND IDEAS. Each seminar addresses an engaging subject and has, as a primary goal, developing the reading and writing abilities of entering students. Attention is given to the coherent process of careful reading, critical reasoning, and effective writing. FYS 101 fulfills the writing requirement. Some recent FYS 101 seminars have had the following topical emphases: *Defining the World, Defining Ourselves; Alien Perspectives in Literature & Culture; Coming of Age in America; Crossing Cultures through Literature; Popular Words and Cultural Ideas; The Power of Print; Writing and Contemporary Culture; Writing in Context(s); Toni Morrison's Novels; Reading in Context; Thinking, Writing, Acting (a Curricular Service-Learning Course); Women Writers & Film.* **4 credits.**

First-Year Seminar 102—Topical seminars offered on a variety of subjects by faculty from all divisions of the college. Examples of recent seminars are: *The Sacred and the Secular; Religion and Society; Philosophical Investigations: Ethics and the Dilemmas of Personhood; Borders of the Human; Black Women's Lives; The Origins of the Western Tradition: Medieval Culture and Society; The Origins of Chinese Civilization; South Africa: A Long Walk to Freedom; Stalin and Stalinism; In the Company of Educated Women; Financing Public Education; Playing Satan: Dramatizing Evil; Windows to Creativity; Imagery & Imagination; Evolution: Biologic. Geologic, Cosmologic.* **4 credits.**

Geology and Geography

Faculty

Associate Professor Tod A. Frolking, Chair

Professor Kennard B. Bork; Associate Professor Tod A. Frolking; Assistant Professors David C. Greene, David P. Hawkins

Departmental Guidelines

The Geology and Geography curriculum is designed to present introductory-level courses for students having a general interest in the geosciences, while also offering a sufficient range of advanced courses to allow a student to develop a strong major in Geology. A number of Geology courses reflect an increased concern with the earth's environment. The Geography curriculum responds to the urgent need for greater public awareness of geographic issues of consequence to society at large.

Geology graduates often continue their training in graduate school or enter the work force directly. Those interested in secondary-school teaching may pursue teacher certification in earth science. Although we do not offer a major in Geography, the curriculum is rich enough to allow geology majors to enter graduate schools of

geography or regional and urban planning. Environmental law is another career option exercised by Denison geology majors.

Research opportunities include working with faculty in the field or laboratory, and involvement with the Oak Ridge Science Semester, discussed elsewhere in this catalog. The C.L. Herrick Geological Society is an active, student-run organization which coordinates guest lectures and social events throughout the academic year. Also student-initiated and operated is *The Denison Journal of Geoscience,* an annual publication featuring articles on a wide range of geologic and geographic topics.

Major in Geology

A student majoring in Geology is provided two routes to the bachelor's degree: a Bachelor of Science in anticipation of going on for graduate study in Geology, or a Bachelor of Arts for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in Geology, though admission to some graduate programs may require completion of additional science and mathematics courses.

A student may graduate with a B.S. degree by taking an introductory course (Geology 110 or 111, or First -Year Studies 102 taught by Geology faculty); the four core courses (Geology 210, 211, 212, 311); four additional courses, including at least one geography course and one advanced course (300 level); and a geology field course (Geology 400). In addition, five courses from Chemistry 121-122, Mathematical Sciences 123-124, and Physics 121-122 are required. Students seeking a B.A. degree must take an introductory course, the four core courses and three additional courses, including at least one geography course. A minimum of four courses from Biology, Chemistry, Mathematical Sciences and Physics/Astronomy is required.

Major in Geology (Environmental Studies Minor)

See Environmental Studies Minor, page 88.

Major in Geology (Geophysics Concentration)

The minimum requirements for this program are Geology 111, 210, 211, 212, 311, Physics 121, 122, 123, 211, 305, 306, 312g, and Mathematical Sciences 123, 124, and 351. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult, not later than their sophomore year, with the Geology and Physics chairpersons.

Minor in Geology

To minor in Geology, a student should take Geology 110 or 111, or First-Year Studies 102 taught by Geology faculty, Geology 210, and four additional courses in Geology or Geography.

Safety glasses will be required for some field work and laboratory work.

Course Offerings

Geology

110—FUNDAMENTALS OF EARTH ENVIRONMENT. The study of earth surface processes and the diverse environments around the world. Topics covered include weather phenomena, the distribution of the world's climates, global patterns of vegetation and soils, and the study of landforms. Laboratory exercises

include local field trips, the analysis of weather and climate data, as well as the interpretation of topographic maps and aerial photographs. **Frolking. 4**

111—PHYSICAL GEOLOGY. This course is designed as the introductory course in geology for non-science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible. **Staff. 4**

199—INTRODUCTORY TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

200—ENVIRONMENTAL GEOLOGY. A broad survey of the geologic aspects of environmental issues, emphasizing human interactions with the natural geologic environment. Topics include the study of geologic hazards, such as volcanic eruptions, landslides and flooding; environmental contamination and remediation, emphasizing issues of water supply and water quality; and global change, especially global climate change. Prerequisite: 110 or 111. **Greene. 4**

210—HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the history of stratigraphy and evolution, methods of interpreting past environments, the interaction of the geologic and biologic realms through time, and investigations of various periods in the history of the Earth. Prerequisite: 110 or 111. **Bork. 4**

211—MINERALOGY. An analysis of the geological, chemical and physical basis for understanding and predicting the chemical, physical, mechanical and optical properties of minerals, particularly the rock-forming silicates. Emphasis is placed on how mineral properties influence a broad range of geologic processes in all aspects of the earth sciences. **Hawkins. 4**

212—PETROLOGY. A systems-oriented examination of the processes that produce igneous and metamorphic rocks and how the thermal and physical architecture of the earth controls those processes. The course emphasizes the reasoning and approaches used to understand rock-forming processes, including field geology, petrography, theoretical modeling, geochemical modeling and experimental petrology. The course culminates with an integrative analysis of the petrologic processes that operate at convergent plate boundaries. **Hawkins. 4**

220—FIELD METHODS IN THE EARTH AND ENVIRONMENTAL SCIENCES. This course will give students the opportunity to learn modern methods for investigating field-based geological and environmental problems. Emphasis will be placed on data collection, analysis, interpretation and presentation using microcomputers. Topics covered will include surveying, ground and surface water monitoring, seismic reflection analysis and geologic mapping. The class will work together on one or two group projects that will require the development and implementation of a research plan. Prequisites: 110 or 111. (Not offered in 2001-2002)**Staff. 4**

275—GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of energy resources as well as metallic and non-metallic mineral resources. Emphasis will be on the geological origin and evolution of the resources as well as the environmental impact of the methods of exploration, exploitation and processing of these resources for the benefit of society. Prerequisites: 110 or 111 or consent of instructor. (Not offered in 2001-2002) **Staff. 4**

280—GLOBAL TECTONICS. A study of geologic and tectonic processes at the global scale. Major topics include plate tectonic theory and development, topography and geology of the sea floor, plate geometries and processes at plate margins, volcanic arcs, collisional orogenies and mountain building, and the influence of tectonic processes on earth history. Prerequisite: 210 or consent of instructor. (Not offered in 2001-2002) **Greene. 4**

299—INTERMEDIATE TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

305—HYDROGEOLOGY. A systematic study of groundwater flow, groundwater resources and groundwater pollution. Emphasis will be placed on geologic materials and the dynamics of water movement, well hydraulics, regional groundwater systems, the basics of groundwater chemistry, and groundwater contamination. Prerequisites: 110 or 111 and Chem. 110 or 121. (Not offered in 2001-2002) **Frolking. 4**

311—STRUCTURAL GEOLOGY. Study of the deformation of the Earth's crust, including the development and geometry of structural features such as folds and faults, regional tectonics and deformation history. Lab involves structural problems, geologic mapping, field study of the Appalachian fold and thrust belt, and interpretation of geologic maps. Prerequisite: 210 or consent of instructor. **Greene. 4**

314—SEDIMENTOLOGY AND STRATIGRAPHY. Study of the processes of sedimentation and the resultant sedimentary rock record. Environments of deposition, facies, stratigraphic nomenclature, strata in the subsurface, and principles of correlation are among topics treated. Field work is a major facet of the laboratory. Prerequisite: 210. (Not offered in 2001-2002) **Bork. 4**

315—PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 210. **Bork. 4**

361-362—DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included. **Staff. 3-4**

363-364—INDEPENDENT STUDIES. **Staff. 3**

399—ADVANCED TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

400—FIELD COURSE. A B.S. major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison. **4-8**

401—SELECTED TOPICS IN GEOLOGY. An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as advanced physical geology, geochemistry, or the history of geology. **Staff. 2-3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Geography

Geography is a non-major field at Denison. A student wishing to pursue geography and related environmental/planning fields may follow the B.A. in Geology with a geography emphasis and a minor in a field such as Economics, Environmental Studies, History or Sociology/Anthropology; or develop an individually designed major in consultation with the Geography faculty.

Course Offerings

Geography

199—INTRODUCTORY TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

230—INTRODUCTION TO ENVIRONMENTAL MAPPING. Approximately 80% of all data used by businesses and the US government has a geographic component. This course is intended to introduce students to spatial analysis and environmental problem solving skills and tools using maps, aerial photography, global positioning systems (GPS) and geographic information systems (GIS). Case studies will illustrate environmental applications and explore the ways in which these media have been used and misused. Students

will learn how to read and interpret maps and aerial photography, calculate scales and errors, create thematic maps through attribute query, use basic GIS functions (such as buffers, unions, and splits), and conduct primary GIS analyses, such as site assessments and neighborhood analyses. This course will use ArcView for the GIS component and students should be comfortable using computers. **Staff. 4**

250—WORLD REGIONAL GEOGRAPHY. A survey of world regions with emphasis on distributions of natural resources, patterns of agricultural and industrial development, and the growing interdependence of the world economy. A major focus of the course will be on the contrasts in resource availability and allocation between the developed and less-developed nations. **Frolking. 4**

252—GEOGRAPHY OF NORTH AMERICA. A regional geographic study of North America, focusing on climate, landforms, and natural resources as they relate to patterns of human settlement, land use, transportation, and economic activity. **Frolking. 4**

260—WEATHER AND CLIMATE. An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. **Frolking. 4**

299—INTERMEDIATE TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

300—GEOMORPHOLOGY. The systematic study of earth surface processes and landform development in tropical, temperate, arid, and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: 110 or 111, and 200 or consent. (Not offered in 2001-2002) **Frolking. 4**

351—ADVANCED GIS ANALYSIS. Using Arc/Info and ArcView 3.0 software, students will explore advanced applications of GIS in environmental assessments, natural and physical science applications, and spatial problem solving. Topics will include surface analyses, terrain modeling, network analysis, and 3-D simulations. The course will focus on case study analysis/discussions, applied problem solving assignments, and two independent projects. Prerequisite: GEOG 230 or consent **Staff. 4**

361-362—DIRECTED STUDIES. Readings in Geography selected to enhance student's geographic comprehension. **Staff. 3-4**

399—ADVANCED TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

402—SELECTED TOPICS IN GEOGRAPHY. An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Prerequisite: one of the existing 200 level courses or permission of instructor. **Staff. 3**

History

Professor Margaret Meriwether, Chair

Professors Amy Glassner Gordon, Michael D. Gordon, Barry C. Keenan, Dale T. Knobel, Margaret Meriwether, Donald G. Schilling, Mitchell Snay; Assistant Professors Catherine Dollard, Amy Green, Herman D. Graham, Pamela Scully

Departmental Guidelines

Major in History

By promoting a close working relationship between students and faculty in both survey and specialized courses, the Department of History seeks to develop in its students an appreciation for the complexity of the past, an ability to use the tools and methods of the historian, a recognition of the importance of historical knowledge for understanding the present. The department strives to foster the fundamental skills and abilities and to cultivate the attitudes of mind which prepare students for life after Denison.

The department requires 36 hours (or nine courses) of work in history, including a minimum of two advanced courses. The department believes it necessary for a major to achieve some competence in the following four areas of history: American; Medieval or Early Modern European; Modern European; and Non-Western history. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate competence in an area in one or more of the following ways: Advanced Placement, superior High School training, proficiency examination, or by taking one or more courses in an area.

Upon declaring his/her major, the student is required to enroll in an entry-level proseminar (History 290). Although each seminar will focus on a special field, theme, or topic, all students will be exposed to different approaches to history and to the nature of historical interpretation. As a senior, the student is required to take either a seminar course (History 430) or complete two semesters of either senior research or senior honors. This requirement assures each major the opportunity to engage in his/her own historical research and writing and to share that experience with others.

A working knowledge of a foreign language is desirable for all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of those plus another language such as Spanish or Russian, depending on the research needs of the candidate.)

Major with a concentration option

Students may select the option of focusing upon a particular period, region, national tradition or a thematic approach to their study of the past. Those who choose to concentrate will be subject to the same general requirements as other majors. They must have four areas of competency, History 290 (Doing History), either a senior seminar or senior research and at least two courses at the 300 (or above) level. They may take more than one History 290 if topics are appropriate to their concentrations. And they will be allowed to use one "cognate" course in another department to count as one history course in completing their major design. For example, someone concentrating in American history could utilize an American literature course or a political science course dealing with the American political process as part of the history major. While staff will certainly

be willing to assist them, students who decide to concentrate will be responsible for drawing up their own plans of study, plans which the department must approve.

Minor in History

The department requires a minimum of 24 hours (or six courses) of work in history for a minor. Students must demonstrate competence in the four areas discussed above and must enroll in the entry-level proseminar (History 290).

Course Offerings

Introductory Courses

199—INTRODUCTORY TOPICS IN HISTORY. A general category used only in the evaluation of transfer credit.

204—THE ORIGINS OF EUROPE: MEDIEVAL SOCIETY. European history from the ninth century through the fifteenth. Emphasis will be on the origin and development of the political, socioeconomic, and cultural elements which characterize subsequent European history. **M. Gordon. 4**

205—FRANCE FROM RENAISSANCE TO REVOLUTION. A survey of major developments in French history from the 16th through the 18th centuries. Among topics covered are the Renaissance and Reformation, the rise of absolute monarchy and the growth of the modern state, the 18th century Enlightenment and the French Revolution of 1789. (Not offered in 2001-2002) **A. Gordon. 4**

211—MODERN EUROPE. A survey course in the history of Europe from the French Revolution to the present which examines those major forces which shaped the modern world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism and the movement for European unity, and the struggle between freedom and order. **Staff. 4**

221—AMERICAN CIVILIZATION TO 1865. A survey of the American past from the Revolution through the Civil War. **Snay. 4**

222—AMERICAN CIVILIZATION SINCE 1865. A survey of U.S. history from Reconstruction after the Civil War to the present day. **Staff. 4**

225—AFRICAN-AMERICAN HISTORY. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in the first year if used to fulfill G.E. requirement). **Graham. 4**

232—TRADITIONAL EAST ASIAN CIVILIZATION. The civilization of China and Japan from classical times to the 19th century. Topics treated: the unique staying power of the 2000-year tradition of the Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, centralized feudalism, and lasting Japanese cultural monuments. **Keenan. 4**

233—MODERN EAST ASIA. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. **Keenan. 4**

234—PRE-COLONIAL AFRICAN HISTORY. Beginning with a focus on the great West African empires, the course then studies the trans-Atlantic slave trade, the Swahili coast and ends with the history of African societies and settler colonialism in Southern Africa. **Scully. 4**

235—AN INTRODUCTION TO MODERN AFRICA. In Africa, the 1990s witnessed the ending of Apartheid and the election of Nelson Mandela as the first president in a democratically elected South Africa. In this course we will examine myths about Africa, the history of colonialsim on the continent in the 19th and 20th centuries, the struggles for independence from the 1930s through the post World War II era, as well as

contemporary debates about the challenges facing the continent. We will use some novels, memoirs and videos, as well as scholarly articles in order to try to grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa. We will not be able to cover all of modern African history, but we should emerge with an appreication of the complicated histories of different African societies and the degree to which they shape the contemporary moment. **Scully. 4**

237—ISLAMIC CIVILIZATION BEFORE 1800. A survey of the history of the Islamic Middle East from the rise of Islam to 1800. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Civilization through a study of religion, political theory and practice, social structure, and art, literature, and the sciences. (Not offered in 2001-2002) **Meriwether. 4**

238—THE MODERN MIDDLE EAST. This course examines the transformation of the Middle East in the 19th and 20th centuries. It will cover such topics as political reform, integration into the world economy, changing role of religion, debates about women and gender, the rise of nationalism, and recent political struggles such as the Palestinian-Israeli conflict.(Not offered in 2001-2002) **Meriwether. 4**

240—AMERICAN WOMEN'S HISTORY. This course surveys the history of women in the United States from 1870-1980. We will emphasize the experience of women of all races, classes and sexual orientation – women who entered the paid labor force in increasing numbers at the turn of the century and non-wage earning women who performed work integral to the survival of their families. **Green. 4**

241—WOMEN IN MODERN EUROPE. This course surveys the history of women in Europe from 1700 to the present. Topics covered include women in revolutions, the effect of industrialization on women and the family, changing views of sexuality, women's rights movements and socialism, the female experience of world wars, women under facism, and women in the welfare state. **Dollard. 4**

251—ENGLAND IN THE MIDDLE AGES. English constitutional and social history from the tenth century to the fifteenth. **M. Gordon. 4**

252—ENGLAND UNDER THE TUDORS AND STUARTS. A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th centuries. **A. Gordon. 4**

253—BRITAIN SINCE 1688. This course will examine the development and growth of democracy and the public sphere from the Glorious Revolution of 1688 to 1914. Themes will include the industrial revolution, the creation of a working class, changes in the family and culture, the acquisition and loss of an Empire, and the impact of war. **Staff. 4**

258—MODERN FRANCE. A survey of French history from the Revolution of 1789 through the present. Topics covered include the tension between monarchy and republic, the growth of socialism and working-class consciousness, the birth of modernism in literature, painting and music, the experience of occupation in World Wars I and II and the dissolution of the French empire. (Not offered in 2001-2002) **Staff. 4**

259—MODERN GERMANY. This course examines German history from the events leading up to the unification of the German state in 1871 through reunification in 1990. The course focuses on the shifting constructions of German national identity through 19th-century expansion, defeat in two world wars, the Weimar and Nazi eras and Cold War division. **Dollard. 4**

266—A HISTORY OF THE AMERICAN SOUTH. This course will cover selected topics in Southern history from the establishment of the Southern colonies in the 17th century to the civil rights struggle of the 1960s. It will explore the basic economic, social and political facets of Southern history, as well as such specific issues as race relations and the Southern literary imagination. Throughout the course, an attempt will be made to define the factors that made the South such a distinctive and important region in American history. (Not offered in 2001-2002) **Snay. 4**

267—THE AMERICAN WEST. Broadly conceived, western history is the internal history of United States expansion. This course will cover the following: patterns of western settlement; community building and conflict; economic development; environment and environmentalism; Indian policy; debates over the meaning of "frontier;" and the West in myth and imagination. **Green. 4**

280-285—STUDIES IN HISTORY. Intensive study of selected periods or topics in history at the introductory level. May be taken more than once. Examples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Europe, 1750-1920; Plagues and Peoples. **Staff. 4**

290—DOING HISTORY. A proseminar serving as an introduction to the study of history. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing, and the nature of historical synthesis. (Open only to prospective History majors or minors who have sophomore or junior standing.) **Staff. 4**

299—INTERMEDIATE COURSES IN HISTORY. A general category used only in the evaluation of transfer credit.

Advanced Courses

302—THE REVOLUTIONARY TRANSFORMATION OF AMERICA: 1760-1815. A comprehensive study of the political philosophy, constitutional development, revolutionary excitement, and military events of the American Revolution. (Not offered in 2001-2002) **Snay. 4**

304—THE AGE OF JACKSON: THE UNITED STATES, 1815-1848. The early decades of the 19th century witnessed fundamental structural changes in the economy, society and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity. **Snay. 4**

311—RECENT AMERICAN HISTORY: 1914-1945. An analysis of the often conflicting features of American social, economic, and political life from World War I through World War II. **Graham. 4**

312—RECENT AMERICAN HISTORY: 1945 TO PRESENT. A study of American society from the end of World War II and the beginnings of the Cold War to the present. **Graham. 4**

314—AMERICA'S RISE TO WORLD POWER. This course will attempt to weigh the impact America's coming of age as a great power has had upon U.S. society and upon the rest of the world. Utilizing a mixture of diplomatic and military history, the course seeks to evaluate how the U.S. has felt about war, peace, and the professional military and the concept of America's "Mission" which had led us both into imperialism and isolationism. (Not offered in 2001-2002) **Graham. 4**

321—SELECTED TOPICS IN MIDDLE EASTERN HISTORY. Intensive study of topics in pre-modern and modern social, political and cultural history. Topics change from year to year. (Not offered in 2001-2002) **Meriwether. 4**

326—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. **Keenan. 4**

327—CONFUCIAN AND COMMUNIST CHINA. The major reforms in socialist China after 1976 raised issues of recurrent importance in China's twentieth century history. This course systematically compares the reforms that redefined Confucian institutions after 1895 with the post-Mao reforms of communist China. Common themes emerge: the repression of the radical 1898 reforms and the repression of the 1989 Tiananmen democracy movement; the challenge of the decentralization of state-run economies; inventing unprecedented legal and judicial protections for private enterprise; and, cultural iconoclasm towards Chinese tradition. Could modernization in Confucian or communist China propel the economy forward without inducing politically revolutionary results? Could the intellectual elite relate to established political power without selling out their objectivity, or inducing repression? **Keenan. 4**

328—VIETNAM AT WAR. Beginning with the clash of dynastic order and French colonialism in the nineteenth century, the course will examine the genesis of Vietnamese nationalism, and the nature and consequences of the Vietnamese struggle for national liberation. Post-WWII warfare will be studied in the context of the larger Cold War, including the rise of communism in China, and the Korean War. This course may not be used for history majors to meet the Non-Western requirement. (Not offered in 2001-2002). **Keenan. 4**

337—THE AGE OF THE RENAISSANCE. An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments. **M. Gordon. 4**

354—THE RISE AND FALL OF NAZI GERMANY. This course examines the origins, nature, and consequences of the National Socialist movement and state in the context of modern German history. (Not offered in 2001-2002) **Schilling. 4**

361-362—DIRECTED STUDIES. **Staff. 3-4**

363-364—INDEPENDENT STUDIES. **Staff. 3-4**

371—THE WITCH-HUNT IN EARLY MODERN EUROPE AND COLONIAL AMERICA. This course focuses on the "Witch Craze" of the 16th and 17th centuries. It examines the witch-hunts and the world in which they occurred, in order to understand such issues as the nature of early modern witch beliefs, the causes behind an increasing fear of witches and the responses to that fear, and the question of why women in particular were identified with witchcraft. **A. Gordon. 4**

Other

380-385—STUDIES IN HISTORY. Intensive study of selected periods or topics in History. May be taken more than once for credit. Examples of recent topics are: Gender and Revolution in Europe, 1788-1920; History of History; Holocaust in History. **Staff. 4**

390—RESEARCH SEMINARS. These are topical courses that focus on the process of doing research and culminating in the writing of a major research paper. **Staff. 4**

399—ADVANCED TOPICS IN HISTORY. A general category used only in the evaluation of transfer credit.

430—SEMINARS. Required of senior history majors. These courses are capstone integrative seminars that involve the preparation of an academic autobiography and the revision of a paper written in an earlier history course. **Staff. 4**

451-452—SENIOR RESEARCH. Research in selected topics of History. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

The Honors Program

Director: Anthony J. Lisska, Professor of Philosophy

Assistant Director: Garrett A. Jacobsen, Associate Professor of Classics
Assistant to the Director: Ms. Cookie Sunkle

The Honors Program is designed especially for outstanding students in the college. It consists of seminars intended to meet the intellectual aspirations and expectations of highly motivated and academically gifted students. Working closely with the Director of the Honors Program and their faculty advisers, Honors students may enroll in a select list of seminar offerings during the students' Denison career. Special academic events take place each semester for students in the Honors Program. Most Honors seminars meet a General Education Requirement of the college.

The Honors Program newsletter, *Arete,* published quarterly, keeps Honors students abreast of current activities in Honors work. The on-campus newsletter, *Baby Arete*, is published during the term. An Honors Symposium is held annually. Visiting scholars meet

regularly with students in the Honors Program. Recent visitors include award-winning author Bill Bryson, philosopher John Haldane (University of St. Andrews) and Peter Hodgson (University of Oxford.)

The Denison University Honors Program is an institutional member of the National Collegiate Honors Council. The program meets the guidelines established by the NCHC for active honors programs.

The Honors Program Director chairs the Fellowship Committee. Students interested in applying for the Rhodes, Marshall, Fulbright, Truman, Goldwater and Madison Fellowships should meet with the Director *early* in their academic career.

Gilpatrick House: The Honors Center

The Honors Program "home" is Gilpatrick House. This restored and traditionally painted Victorian house is centrally located on the Denison campus and serves as the locus for Honors Program activities. The ground level contains a seminar room (modeled after Brasenose College, Oxford), a commons for discussion groups and informal seminars, and the administrative offices for the Honors Program. The upstairs serves as a residence area for ten students in the Honors Program. The Gilpatrick Fellow assists in planning extracurricular events for students in the Honors Program. A popular event is the Gilpatrick Chowder Hour. This faculty-prepared luncheon for twenty students and faculty, followed by discussion on a current topic, takes place bi-weekly during term. The book discussion "Musings" is a monthly event. Trips to art and theatre events in Columbus take place during the term.

Academic Structure of the Honors Program

A. Denison students with a 3.4 GPA are *eligible* to *register* for seminars in the Honors Program.

B. To be a *member* of the Honors Program and to graduate from the Honors Program, a student must meet the following requirements:

1. Achieve and maintain a 3.4 GPA by the end of the sophomore year.
2. Declare intention to the Director of the Honors Program to complete the requirements in the Honors Program no later than pre-registration time in the fall of the junior year.
3. Complete at least two Honors seminars during the first four semesters.
4. Complete at least four Honors seminars during the Denison career.
5. Complete a Senior Honors project in a department or program, in accord with ordinary University policies governing Honors projects.

Students wishing to declare the intention to complete the Honors Program requirements should discuss this option with the Director or Assistant Director of the Honors Program no later than the end of the sophomore year.

A student may participate in the seminars ("A" above) without completing the specific requirements in "B."

Honors Seminars open to First-Year Students

Each fall semester, several seminars designed specifically by the Honors faculty are directed toward the special academic aspirations of highly talented entering first-year students. Many topics change yearly. Entering first-year students receiving invitations to the Honors Program may register for one or more seminars. All Honors seminars at the 100 level meet one FYS 102 requirement.

Each semester, seminars designed specifically by the faculty for the Honors Program are offered for first- and second-year students. The topics change by semester. Students receiving invitations may register for one or more seminars each term.

Prerequisites: Entering first-year students with outstanding secondary school records and elected by the Honors Program faculty are invited to participate in the Honors Program during the first year. Following the first semester of the first year, every first-year student with a 3.4 or higher grade point average is extended in invitation to participate. Moreover, upon a faculty recommendation to the Honors Program Director, a student who excels in a particular area may be invited to enroll in an Honors seminar.

Honors Seminars open to Sophomore, Junior, and Senior Students

Each semester, seminars designed for upperclass men and women doing Honors work are offered. Topics change by semesters.

Prerequisites: Sophomore standing, 3.4 or higher grade point average or nomination by a faculty member to the Honors Program Director. Specific Honors seminars are open to all students in the Honors Program, some are open only to first- and second-year students, and some are open only to sophomores, juniors, and seniors.

Sophomore/Junior/Senior Great Books Seminars

A seminar in the Great Books is offered each semester in the Honors Program for sophomore, junior and senior Honors students. They alternate among the Greek, Medieval, and Classical periods. The prerequisites are the same as for any upper level Honors seminar.

Faculty Staff (Fall, 2001)

Drs. S. Behdad, S. Brown, J. Cort, J. Farris, R. Hood, G. Jacobsen, B. Keenan, R. LaRoe, L. McDonnell, G. Miller, W. Osborne, P. Pauzé, G. Polly, R. Santoni, S. Siddall, R. Snyder, B. Tavakolian, H. Van Broekhoven, S. Vogel, M. Westmoreland, K. Wetmore.

Faculty Staff (Spring, 2002)

Drs. D. Anderson, J. Arthos, J. Cochran, G. Dillmann, P. Fanaritis, D. Gibson, D. Goldblatt, R. Hood, S. Hutchins, G. Jacobsen, L. McDonnell, C. O'Keefe, W. Osborne, G. Polly, D. Read, S. Richardson, D. Samara, K. Sandin, B. Tavakolian.

First-Year Honors Seminars

For Fall, 2001

142 - BIO-SOCIAL DIMENSIONS OF BEHAVIOR **Snyder. 4**

145 - ENVIRONMENTAL STUDIES SEMINAR **Staff. 4**

175 - INTRODUCTION TO PHILOSOPHICAL THINKING **Vogel.4**

181 - POLITICAL ECONOMY OF SOCIAL SECURITY REFORM: WILL YOU STILL FEED ME WHEN I'M 64? **LaRoe. 4**

182 - PERSPECTIVES ON THE AMERICAN ECONOMY **Behdad. 4**

First-Year/Sophomore Honors Seminars

For Fall, 2001

127 - THE ACTOR'S ART — **Farris. 4**

165 - THE MANDATE OF HEAVEN IN CLASSICAL CHINA — **Keenan. 4**

175 - EXPLORATIONS IN PHILOSOPHY: PLATO, SARTRE, GOD, VIOLENCE, AND EVIL — **Santoni.4**

187 - PEOPLE, CULTURE, & SOCIETY — **Staff. 4**

For Spring, 2002

141 - SCIENCE AND PSEUDOSCIENCE — **Hutchins. 4**

167 - THE LITERATURE OF EXPLORATION AND TRAVEL — **Read. 4**

175 - PHILOSOPHICAL INSTIGATIONS — **Goldblatt. 4**

First-Year/Sophomore/Junior Honors Seminar

For Spring, 2002

198 - LOCA ANTIQUA: IVY AND THE CROSS — **Jacobsen/Sandin. 4**

First-Year/Sophomore/Junior/Senior Honors Seminars

For Fall, 2001

125 - GEORGE FRIDERIC HANDEL: BEYOND MESSIAH — **Osborne. 4**

127 - JAPANESE THEATRE AND THE CINEMA — **Wetmore. 4**

129 - CULTURAL STUDIES IN DANCE — **G.Miller. 4**

131 - UNBREAKABLE CODES & FASTER COMPUTERS: APPLYING QUANTUM WEIRDNESS TO TECHNOLOGY — **Westmoreland. 4**

145 - U.S. SHELL FISHERIES: ANOTHER TRAGEDY OF THE COASTAL COMMONS — **Siddall. 4**

167 - 18TH CENTURY WOMEN'S FICTION — **Brown. 4**

168-01 - SHAKESPEARE: A TEXTUAL, CULTURAL, & THEATRICAL INQUIRY — **McDonnell. 4**

181 - POLITICAL ECONOMY OF SOCIAL SECURITY REFORM: WILL YOU STILL FEED ME WHEN I'M 64? — **LaRoe. 4**

187 - PEOPLES & CULTURES OF THE MIDDLE EAST — **Tavakolian. 4**

196 - VARIETIES OF ENVIRONMENTALISM — **Cort. 4**

227 - THE PLAYS OF HENRIK IBSEN — **Farris. 4**

For Spring, 2002

125 - THE AMERICAN MUSE — **Osborne. 4**

136 - THE WAYS THINGS WORK: THE PHYSICS OF EVERYDAY OBJECTS — **Gibson. 4**

168-01 - SHAKESPEARE: A TEXTUAL, CULTURAL, & THEATRICAL INQUIRY — **McDonnell. 4**

168-02 - TWENTIETH CENTURY GOTHICS **Samara. 4**

168-03 - MEMORIES OF AMERICAN WOMEN WRITERS OF COLOR **Richardson. 4**

172 - COMPARATIVE MYTHOLOGY **Jacobsen. 4**

174 - MYTHS OF THE HERO **Cochran. 4**

184 - NARRATIVE, HISTORY, FICTION, TRUTH **Arthos. 4**

192 - THE PSYCHOLOGY OF SPORT **Fanaritis. 4**

194 - ODD (BUT GREAT!) LITERARY NARRATIVES **O'Keefe.4**

274 - 19TH & 20TH CENTURY GERMAN CULTURE & CIVILIZATION **Dillman.4**

Sophomore/Junior/Senior Honors Seminars

For Fall, 2001

227 - PLAYSCRIPT INTERPRETATIONS **Pauzé. 4**

267 - JAMES JOYCE'S ULYSSES **Hood. 4**

268 - IMAGERY, EMOTION & LITERATURE: THEORETICAL SPECULATIONS **Polly. 4**

278 - FAMILY (VALUES) IN THE NEW TESTAMENT & EARLY CHRISTIANITY **Van Broekhoven. 4**

393 - THE GREAT BOOKS: CLASSICAL **Jacobsen. 4**

For Spring, 2002

268 - THE ALEXANDRIA QUARTET **Hood. 4**

268 - THE NOVEL GETS WIRED: CYBERPUNK & OTHER LITERATURES OF THE INTERNET AGE **Polly. 4**

272 - THE CLASSICAL TRADITION OF EPIC **Anderson. 4**

International Studies

Committee: Sita Ranchod-Nilsson (Director), Gary Baker, Patti Brown, Mathew Chacko, John Cort, Susan Diduk, Andrew Katz, Laurel Kennedy, Margaret Meriwether, Donald Schilling, Pamela Scully, Kristen Smith, Bahram Tavakolian

Guidelines:

International Studies is a double major open to students who are also completing a second major in any of the disciplinary or programmatic majors offered at Denison. Students cannot major in International Studies as a single major. Students wanting to major in International Studies are encouraged to articulate a synergistic relationship between their other major and their program of study in International Studies. A double major in International Studies exposes students to frameworks that highlight connectedness on a global level in terms that are broadly historical and geographical. It also focuses on transnational processes involving, among other things, political regimes, cultural formations and economic relations.

General Requirements:

The general requirements for a major in International Studies are:

a) Three core courses in international studies. These courses are taught by different members of the international studies faculty and should be taken in sequence with the Senior Capstone seminar taken in fall semester of the senior year.

b) Two foundation courses in theories and methodologies associated with the dominant paradigms of international studies: political economy and approaches to culture. Courses that fulfill this requirement are offered in numerous departments and programs. The list of courses is updated each semester and is distributed regularly by the International Studies Program.

c) Four courses organized into a thematic concentration. Concentrations are meant to be a focal point of a student's curricular plan, an area of scholarly interest where students seek more in-depth study. Individual students define a coherent thematic focus in terms of their own specific interests in consultation with an international studies faculty advisor. The four courses selected for the concentration are drawn from regular departmental and programmatic course offerings. The courses selected should reflect the interdisciplinary nature of the International Studies Program. Students may include one on-campus independent study and up to two courses from an off-campus study program (subject to approval by the international studies committee and the Registrar).

d) One year of language training beyond the current General Education requirement. Where possible, language training should be consistent with the student's concentration and his or her off-campus experience. In most cases this additional year will be in the same language as that used to fulfill the General Education requirement, unless otherwise justified (eg. in special cases where the concentration might warrant studying another language).

e) Off-campus study experience that is relevant to the student's course of study. The off-campus experience can involve an approved off-campus study program, an internship related to international studies or a Denison course that has a significant (at least 4 weeks) off-campus component. The off-campus experience should carry academic credit.

f) Students should declare their intention to major in international studies by the end of their sophomore year. At that time, students submit a proposal in which they discuss the goals of their overall academic program, the linkages between their two majors, a curricular plan for both majors, their concentration in international studies and their plans for off-campus study. The proposal should be based on discussions between the student and his or her academic advisor. The International Studies faculty committee must approve the proposal.

A total of three (3) courses may be double counted with the student's other major; of these, no more than two (2) of the "concentration" courses may be double counted.

Course Offerings

100—INTRODUCTION TO INTERNATIONAL STUDIES: THE MAKING OF THE MODERN WORLD. Introduction to themes, concepts and approaches to international studies from an explicitly interdisciplinary perspective. The course explores key concepts such as modernity, culture and hegemony in the context of specific cultural and historical experiences of at least two regions. It also addresses multiple sources to explore the place or experience of the individual in global processes. **Staff. 4**

200—DILEMMAS IN THE INTERNATIONAL SYSTEM. This course explores in specific, contextualized terms, particular dilemmas associated with increased linkages, interdependence and connection in the global system. Some of the dilemmas are reconstituted versions of historical problems involving competing claims

to territory, human rights, war, over-population and global hunger. But other problems such as cultural imperialism, environmental degradation, and north south conflict over "development" issues are intrinsic to the present period. The specific topic or dilemma addressed will vary according to the interests of the faculty member teaching the course. **Staff. 4**

400—SENIOR CAPSTONE SEMINAR. This course is conducted as a seminar with a focus on theoretical frameworks and methodologies as they relate to a substantive topical focus. The specific nature of the topical focus will vary according to the interests of the faculty member teaching the course. This course also emphasizes the development of independent research interests, research skills and scholarly writing in connection with a research proposal based on individual student's interests. **Ranchod-Nilsson. 4**

Special Topics

361-362—DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 3-4**

363-364—INDEPENDENT STUDY. Written consent. **Staff. 3-4**

Latin American and Caribbean Studies

Assistant Professor Monica Ayala-Martinez, Director

Faculty: Monica Ayala-Martinez, Hector Dominguez, Richard Hood, Eduardo Jaramillo, Bernardita Llanos, Kent Maynard, Anita Waters, David Woodyard

Guidelines

Denison University offers interdisciplinary concentrations in Latin American and Caribbean Studies to students majoring in selected departments. Within their major, students may focus on topics relevant to Latin America and the Caribbean. Beyond their major, students are expected to pursue an integrated program focusing on the languages, arts, humanities and social studies of the Latin American and Caribbean region. Students should declare Latin American and Caribbean Studies as a concentration, along with their major, no later than the end of their sophomore year.

Requirements

Requirements for the Concentration:

A. Two modern language courses (or the equivalent) beyond the general education requirements in a language spoken in the Latin American and Caribbean Area (Spanish, Portuguese, French, Dutch, or an indigenous language). The two courses may be the first two semesters in one of these languages, if the student has already fulfilled the General Education requirement in a language that is not spoken in the area.

B. Latin American Studies 201, "Introduction to Latin American Studies" (taught in English) or Spanish 335 "Introduction to Latin American Culture" (taught in Spanish).

C. Sociology/Anthropology 319, "Indian Societies of Latin America" or Sociology/ Anthropology 339, "Culture, Identity and Politics in the Caribbean."

D. History 323, "History of Central America," or 339, "History of Latin America."

E. Economics/Religion 319, "The Human Condition: Economic Factors and Theological Perspectives" or another course that is cross-listed with the Latin American or Caribbean Studies Program.

F. One semester of Senior Research. The project may be written in English, even if the student's major is Spanish or French. Where possible this could be done in conjunction with the student's major.

Departments and Programs may add further requirements within their major in order to fulfill the concentration in Latin American and Caribbean Studies.

Study Abroad

Students are strongly encouraged to participate in study abroad programs during the junior year. The courses taken abroad may satisfy one or more of the above requirements subject to the approval of the student's Department or Program for courses in the major, and the Latin American and Caribbean Studies Program Committee for courses outside the student's major.

Mathematics

Professor Joan Krone, Chair

Professors Daniel D. Bonar, Todd H. Feil, Zaven A. Karian, Joan Krone; Associate Professor Michael D. Westmoreland; Assistant Professors Peter Blanchard, Matthew Neal

Program Guidelines

The Mathematics curriculum is designed so that students will have a sound theoretical understanding of mathematics and an understanding of a variety of applications of mathematics. The study of mathematics is a challenging activity that sharpens logical reasoning and improves problem solving skills.

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 followed by 222 and 231 by the end of the sophomore year. Prospective math majors or minors should also take 210 the first semester of the sophomore year.

For research opportunities in mathematics see the Oak Ridge Science Semester listed elsewhere in this catalog.

Students interested in taking only one or two courses in Mathematics should choose 102, 121, or 123.

Requirements for Degrees in Mathematics

The core portion for the B.A. degree consists of Mathematics 123, 124, 210, 222, 231, and one of 321 or 332. The mininmum requirement for a B.A. in mathematics is the core plus four courses numbered 300 or higher (ten courses total).

The B.S. program consists of seven core courses (123, 124, 210, 222, 231, 321, 332) plus six electives from courses numbered 300 or higher (thirteen courses total).

A minor in Mathematics consists of 123, 124, 210, 222, 231 and two mathematics courses at the 300 level or above.

Additional Guidelines

It is recommended that a B.A. candidate in Mathematics consider a second major or a strong minor. Economics would be a reasonable second major or minor for students planning to go into business or into an MBA program following graduation. Computer Science would also be a strong second major or minor.

Students who intend to pursue graduate study in mathematics should take a B.S. major.

Combined Major in Mathematics and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 123, 124, 222, 231, 341, and one course from the list 342, 351, 356; Economics 190, 201, 202, 207, 332 and one additional course from the 301-340 sequence or 440.

Course Offerings

102—STATISTICS — DATA ANALYSIS. An introduction to statistical reasoning and methodology. Topics include exploratory data analysis, elementary probability, a standard normal-theory approach to estimation and hypothesis testing, and simple linear regression. Not open for credit to students who have taken Psychology 370 or Mathematical Sciences 341. Offered each semester. **Staff. 4**

116—COLLEGE ALGEBRA AND TRIGONOMETRY. The primary function of this course is to prepare students with weak backgrounds to take 123 (Calculus). Offered once each year. **Staff. 4**

121—ESSENTIALS OF CALCULUS. A one-semester introduction to single-variable differential and integral calculus and selected topics in multi-variable calculus. Emphasis is given to applications from the biological and social sciences. (123 may be taken after this course, but only 2 of the 4 credits count toward graduation.) **Staff. 4**

123-124—CALCULUS I, II. A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, indeterminate forms and sequences and series. Each course offered each semester. Prerequisites: Four years of high school mathematics or 116 or equivalent for 123. **Staff. 4**

199—INTRODUCTORY TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit. **Staff. 4**

200—TOPICS IN MATHEMATICS AND COMPUTER SCIENCE. (Also listed under Computer Science offerings.)

210—INTRODUCTION TO PROOF TECHNIQUES. An introduction to proof writing techniques. Topics will include logic and proofs, set theory, relations and functions, cardinality and mathematical induction. Offered each year. **Staff. 4**

222—CALCULUS III. Multiple variable calculus together with a rigorous review of beginning calculus. Offered each semester. Prerequisite: 124 or consent. **Staff. 4**

231—ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues, diagonalization and computational techniques. Prerequisite: 124 or consent. Offered each semester. **Staff. 4**

299—INTERMEDIATE TOPICS IN MATHEMATICAL SCIENCES. A general category used only in the evaluation of transfer credit.

303—HISTORY OF MATHEMATICS. This course examines important concepts in mathematics from the dawn of civilization to the present. Attention will be given to the evolution of mathematical ideas, and studying the prominent individuals associated with those ideas. Topics include geometry, number theory, algebra, analysis, calculus, imaginary numbers and transfinite arithmetic. Prerequisites: 210, 222, 231. **Staff. 4**

321—ADVANCED ANALYSIS I. Thorough analysis of limits, continuity, differentiation, integration, and uniform convergence of infinite series. Prerequisites: 210, 222, 231. Offered each Spring. **Staff. 4**

322—ADVANCED ANALYSIS II. Vector calculus and differential geometry. Prerequisites: 210, 222, 231. **Staff. 4**

331—DISCRETE AND COMBINATORIAL MATHEMATICS. Sets, relations functions, and topics chosen from graph theory. Boolean algebra, semigroups, propositional logic, and combinatorics. Offered each fall. Prerequisite: 210. **Staff. 4**

332—ABSTRACT ALGEBRA. A study of the structure and properties of groups, rings, and fields. Prerequisite: 210, 231. Offered each spring. **Staff. 4**

334—THEORY OF COMPUTATION. (Also listed under Computer Science offerings.) This course is a study of formal languages and their related automata.Turing machines, unsolvable problems and NP-complete problems. No lab. Prerequisite: Computer Science 171. **Staff. 4**

341-342—PROBABILITY AND MATHEMATICAL STATISTICS. The probability is developed by studying combinatorics, probability models, moment generating functions, limit theorems and conditional probability. Topics in statistical decision theory and inference are then examined: classical and Bayesian estimation, hypotheses testing and the general linear model. Prerequisite: 124 for 341. 341 for 342. **Staff. 4**

345—GEOMETRY. This course provides experience in axiomatic reasoning. Several different geometries are Prerequisite: 210 (Pending approval by Academic Affairs). **Staff. 4**

351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisite: 222. Offered each spring. **Staff. 4**

352—NUMERICAL ANALYSIS. (Also listed under Computer Science offerings.)Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: 222, 231, and 351 recommended. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. (Also listed under Computer Science 356.) A systematic treatment of the theory applications and limitations of discrete-event modeling. Applications will be taken from queueing and other types of models frequently encountered in computer science. Development of actual simulations will be part of the course where simulations will be implemented in a specialized programming language like GPSS. Prerequisites: CS 171, one of Math 210, 222, 231 **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDIES. **Staff. 3**

399—ADVANCED TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit.

400-401—ADVANCED MATHEMATICAL TOPICS. Prerequisite: 222 or consent. **Staff. 4**
a. Topology
b. Number Theory
c. Complex Variables
d. Real Variables
f. Applied Mathematics **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Media Technology and Arts

Associate Professor Suzanne Condray, Coordinator

Associate Professors David Bussan, Suzanne Condray, Andrew Glendening, Laurel Kennedy

Guidelines

Students of the Media Technology and Arts program are afforded the opportunity to combine the elements of three major disciplines. Through courses in Communication, Music and Theatre and Cinema, students are trained in the theory and implementation of media technology. Courses are designed to give students experiences that apply classroom concepts to the actual production of artistic works.

Core courses introduce students to a technical knowledge of cinematic technique, audio recording, editing and writing. Beyond the core requirements, students may elect to focus in one of three disciplines. Ultimately, senior majors will be required to integrate coursework from all of the three areas in designing and producing a research project.

Requirements

Requirements for the 46 credit hour major include a core of eight courses and two elective courses from the disciplines represented. To enhance the interdisciplinary nature of the major, students are also required to undertake a research practicum in their junior year and complete an integrative and individually designed senior research project, which may or may not be submitted for Honors.

Core Course Requirements:

Each of the following courses is required for a major:

Communication 147: Media Literacy (To be taken in the first or second or year)
Communication 225: Radio & TV in America
Communication 308: Newswriting for Radio & TV *OR* Comm 309: Scriptwriting
Music 216: Audio Recording and Sound Editing
Music 217: Computer Music
Theatre/Cinema 219: Elementary Cinema Production
Theatre/Cinema 310: Video Theory and Production

Theatre/Cinema 326: History of Cinema
Media Technology & Arts 300: Research Practicum
Senior Research 451 or 452

Elective Courses Required:

Two electives from the following list of courses are also required.

Communication 301: Media Programming & Economics
Communication 308: Newswriting for Radio and TV OR Comm. 309: Scriptwriting (whichever course not used to fulfill core requirements)
Communication 211: Communication Ethics
Communication 328: Communication Law
Music 104: Musical Materials
Music 105: Harmonic Systems
Music 224: Advanced Computer Music
Music 229: 20th Century Music
Theatre/Cinema 328: Screenwriting
Theatre/Cinema 410: Advanced Cinema Production
Theatre/Cinema 419: Cinema Workshop

Course Offerings

Communication

147—MEDIA LITERACY. While most of us are proficient consumers of visual electronic media--we have the speed of symbol-recognition and comprehension skills to be adept "readers" --few of us have been taught to bring to that reading the critical skills we learn in the study of literature, music or art. This course examines how sound and images construct the "realities" that media presumably represent. First-year students or consent. **Condray. 4**

211—COMMUNICATION ETHICS. This course explores communication ethics from philosophical and applied perspectives in a variety of social contexts. Weekly theoretical discussions are grounded in applied cases that revolve around issues such as whistleblowing, free speech, group think, lying, confidentiality, privacy, coercion and consensus. **Staff. 4**

225—RADIO & TELEVISION IN AMERICA. The communication industry is undergoing dramatic changes as new technologies and shifting attitudes toward regulation alter relationships within the industry, rechannel audience viewing and redirect revenues. These changes have sparked debate about whether the media serve us better when conceived of as a public trust or as private enterprise. This question guides our examination of the development of American media, their component parts, and their regulation by both the government and the market. **Warren. 4**

301—MEDIA PROGRAMMING & ECONOMICS. This course examines the economic influences on media content, the decision-making processes that influence the production of programming, and the influence of new technologies on programming. Prerequisite: Comm 225. **Kennedy. 4**

308—NEWSWRITING FOR RADIO & TV. The course introduces newsgathering principles, concepts and stylistic techniques related to news writing in commercial and non-commercial radio and television formats. Students can expect to learn and to practice basic reporting and writing skills for headline stories, in-depth interviews, news packages, features and documentaries. **Condray. 4**

309—SCRIPTWRITING. A course introducing techniques of non-fiction and fictional writing for video. Assignments and course materials examine research, narration, characterization, dialogue, plot development, script design and other aspects of writing for documentary, dramatic and comedic programming. **Condray. 4**

328—COMMUNICATION LAW. Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, regulation of broadcasting and advertising, issues of free press/fair trial, and entertainment law. **Condray. 4**

Music

104—MUSICAL MATERIALS. Fundamentals of written musical matierals including terminology, tuning systems, notation, intervals, scales, chords, basic diatonic harmony, rhythm, simple forms, aural skills, and computer music applications. **Staff. 3**

104L—MUSICAL MATERIALS LABORATORY. A laboratory experience focusing on aural skills, dictation, sight singing and basic keyboard. **Chan. 3**

105—HARMONIC SYSTEMS. A survey of approaches to musical harmony including linear systems (counterpoint), vertical systems (common practice tonality, polytonality), mathematical systems (serialism), and jazz systems. Prerequisite: 104 **Staff. 3**

105L—HARMONIC SYSTEMS LABORATORY. A laboratory experience focusing on aural skills, dictation and sight singing to accompany MUS 105 Harmonic Systems. Prerequisite: 104L **Chan. 1**

216—AUDIO RECORDING AND SOUND EDITING. A study of audio recording focusing on acoustics, microphone techniques, live and studio recording techniques, editing, signal processing, and production. **Glendening/Carlson. 4**

217—COMPUTER MUSIC. An introduction to creating music with a computer, focusing on sequencing, sampling, and direct synthesis. **Glendening. 4**

224—ADVANCED COMPUTER MUSIC. An exploration of advanced topics in computer music including interactive systems, algorithmic composition, granular synthesis, and others. Students taking the 4-credit option will complete a large-scale term project. **Glendening. 4**

229—20TH CENTURY MUSIC. In this course, we will look at the development of 20th century musical idioms and compositional techniques with their larger political and cultural contexts. We will study individual works by composers as well as overall compositional trends. Understanding of musical notation is required. **Smith. 4**

Theatre & Cinema

219—ELEMENTARY CINEMA PRODUCTION. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of film projects in 16mm format. The student will be required to share in the expenses involved in his or her film production. Required of Cinema majors. No prerequisites. **Bussan. 4**

310—VIDEO THEORY AND PRODUCTION. A course in video examining this electronic-based medium in both theory and practice. Students will complete a series of short video projects in several genres--documentary, narrative and experimental. Emphasis will be placed on comparisons between video and film, film grammar and all facets of production. Offered once each year. Students will be required to share in the expenses of their productions. Required of Cinema majors. Prerequisites: 219. **Bussan. 4**

326—HISTORY OF CINEMA. A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th century, through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically genrated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Required of Cinema majors. **Stout. 4**

328—SCREENWRITING. A course offering a small group of students guided practice in dramatic writings for the screen. This seminar will include readings, film viewing, script analyses and weekly writing exercises,

with emphasis upon the dramatic feature screenplay. Offered every other year. Prerequisite:one previous cinema course, junior or senior standing, or consent. **Stout. 4**

410—ADVANCED CINEMA PRODUCTION. A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production managements, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of Cinema majors. Prerequisite: Theatre/Cinema 219 **Stout.4**

419—CINEMA WORKSHOP. Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Admission by consent. The student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. *It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.* Prerequisites: Theatre/Cinema 219 and 410 **Bussan. 4**

Media Technology & Arts

290—SPECIAL TOPICS IN MEDIA TECHNOLOGY & ARTS. Courses offered as Special Topics will focus intensively on a particular issue or aspect of media technology. May be taken more than once for elective credit as an MTA major or by consent from the instructor. Additional prerequisites may exist given the topic area. **Staff. 4**

300—RESEARCH PRACTICUM. The course introduces diverse aspects of the pre-production phase, including research, writing, legal issues, budgets, licensing, funding and other potential issues related to independent film and video production. By the end of the semester, students will have compiled a pre-production portfolio for senior research. Required in the spring semester of the junior year. **Condray. 2**

361-362—DIRECTED STUDY. **Staff. 4**

363-364—INDEPENDENT STUDY. **Staff. 4**

451-452—SENIOR RESEARCH. A capstone experience in which students individually or in collaboration with other majors create and produce a media project which integrates skills and artistic expression acquired through their interdisciplinary coursework. (A minimum of 4 credit hours required.) **Staff. 4**

Modern Languages

Professor Gary Baker, Chair

Professors Gary L. Baker, Judy Cochran, Eduardo Jaramillo-Zuluaga, Charles O'Keefe; Associate Professors Christine Armstrong, Susan Paun de García, Xinda Lian, Bernardita Llanos; Adjunct Associate Professor John D. Kessler; Assistant Professors Monica Ayala-Martinez, Jacqueline Baishanski (part-time), Gabriele Dillmann, Hector Dominguez, Antonio Ferriol-Montano, Janet Núñez; Instructors Nevine Demian, Michael Tangeman; Visiting Instructor Martha Patricia de los Reyes

Departmental Guidelines

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that *all* words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in area studies and literature, aside from their intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms of intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see "Off Campus Programs"). Opportunities to improve the student's command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-hours of credit in one language, including courses at the beginning and intermediate levels.

Multimedia Language Center

An important asset of the Department is the Multimedia Language Learning Center. With its 22 Macs and 3 PCs, the MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar drills to research as well as discussions on authentic materials published on the WWW. All beginning courses (first

two semesters), meet in the MLLC once a week. Students are also required to do independent work outside of class.

General Departmental Regulations

Students planning to major in the Department or to receive a teaching certificate are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Course Offerings

Arabic

111-112—BEGINNING ARABIC. A comprehensive introductory course in Arabic develops the four basic skills: aural comprehension, speaking, reading and writing. **Demian. 4**

Chinese

111-112—BEGINNING CHINESE. A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Lian. 4**

205—CHINESE LITERATURE IN TRANSLATION. This survey course provides acquaintance with, and enjoyment of, masterworks of various genres in Chinese literature that have exerted great influence on the life and thought of Chinese people through the ages. (Normally offered in the fall.) **Lian. 4**

211—INTERMEDIATE CHINESE. Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 **Lian. 4**

212—INTERMEDIATE CHINESE. Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211 **Lian. 4**

305—PHILOSOPHICAL TAOISM IN CHINESE LITERATURE. This course examines a special group of early Chinese texts from antiquity to the 8th century that will not only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring.) **Lian. 4**

361-362—DIRECTED STUDY. Readings in Chinese texts. **Staff. 1-4**

363-364—INDEPENDENT STUDY **Staff. 1-4**

French

Students majoring in French must take a minimum of nine courses beyond FR 211. The first six courses required for the major are FR 213 (Conversation), FR 214 (Area Studies), FR 215 (French Readings) or FR 305 (Creative Reading and Writing in French), FR 311 and FR 312 (Surveys of French Literature), and FR 418 (The Senior Seminar, to be taken during the senior year). The three other required courses will be literature, culture, or language courses (at the upper-level), preferably taken in France.

Students minoring in French must take six courses beyond FR 211: FR 213, FR 214, FR 215 or FR 305, and three advanced courses in literature, culture, or language, at least one of which must be either FR 311 or FR 312.

Course Offerings

111-112—BEGINNING FRENCH. A comprehensive introductory course in French through the four basic skills: aural comprehension, speaking, reading, and writing. Does not count as credit toward a major or minor. **Staff. 4**

199—INTRODUCTORY TOPICS IN FRENCH. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE FRENCH. A review of the structure of French. Emphasis placed on developing skills in speaking, writing, and reading. Prerequisite: 112 or placement. Does not count as credit toward a major or minor. **Staff. 4**

213—CONVERSATION AND PHONETICS. Training and refining of skills in grammar, pronunciation, and oral communication. Prerequisite: 211 or placement. Does not count as credit toward a major or minor **Staff. 4**

214—AREA STUDY-FRANCE. The course deals with the question: "What makes the French French?" by examining several aspects of French culture, such as child rearing and the process of socialization, the structure of the family and society, symbolic behavior. The approach compares American and French cultures. *Conducted in French.* Prerequisite: 213 or equivalent. **Staff. 4**

215—FRENCH READINGS. Students will read extensively from French literary works and works of general culture. *Conducted in French.* Prerequisite: 213. May be taken concurrently with 213 or equivalent. **Staff. 4**

305—CREATIVE READING AND WRITING IN FRENCH. Approaches to comprehension and appreciation of literary writing through analysis of semantics, syntax and grammar. Recommended as preparation for advanced work in French. *Conducted in French.* Prerequisite: 213, 215, or equivalent. **Staff. 4**

311—SURVEY OF FRENCH LIT. I: FROM THE MIDDLE AGES THROUGH THE 18TH CENTURY. Introduction to major literary movements and figures with readings from representative authors. *Conducted in French.* Prerequisite: 215 or 305 or equivalent. **Staff. 4**

312—SURVEY OF FRENCH LIT. II: 19TH & 20TH CENTURIES. Introduction to major literary movements and figures with readings from representative authors. *Conducted in French.* Prerequisite: 215 or 305 or equivalent. **Staff. 4**

330—TEXTS IN FRENCH: THEMES. This course proposes the study of French texts (taken in its broad definition, including the written text, film, music...) through a theme, such as the Romantic Hero, the Epic Hero, Emergence of Aesthetics, the Portrayal of Women, Dada and the Surrealists, Gide... . *Conducted in French.* Prerequisite: 311 or 312. **Staff. 4**

331—TEXTS IN FRENCH: GENRES. In this course, students will discuss and analyze French texts (taken in its broad definition, including the written text, film, music...) through the common thread of a genre such as Novels, Theater, Film, Short Stories, Poetry, Opera... . *Conducted in French.* Prerequisite: 311 or 312. **Staff. 4**

361-362—DIRECTED STUDY **Staff. 1-4**

363-364—INDEPENDENT STUDY **Staff. 1-4**

418—SEMINAR. Advanced study of special topics in language, literature or culture. *Conducted in French.* Prerequisite: one advanced course beyond 311-312. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS **Staff. 4**

German

Students majoring in German must take a minimum of nine courses beyond German 211. Major electives would include German 250 and any combination of 300- or 400-level classes. Five of the nine courses are obligatory:

213-Intermediate Conversation and Composition (or equivalent)
214-Advanced Grammar, Composition and Conversation
301-Contemporary German Culture
311-Introduction to German Literature
416-Senior Seminar

Two of the four remaining required courses must be in literature, taken from Denison's course offerings or equivalent courses offered by an approved program abroad. The other two courses can be advanced language or civilization courses.

A student minoring in German must take at least three advanced language courses above the 211 level, one literature course, and one course in area studies. Recommended courses:

German 213-Intermediate Conversation
German 214-Advanced Grammar, Composition and Conversation
German 250-Readings in German Literature and Culture
German 301-Contemporary German Culture
German 311-Introduction to German Literature or one other literature course

Course Offerings

111-112—BEGINNING GERMAN. A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading, and writing. Does not count as credit toward a major. **Baker, Dillmann. 4**

199—INTRODUCTORY TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE GERMAN. The course is designed to improve comprehension of spoken and written German and to advance conversational skills. Grammar will also be reviewed. Prerequisite: 112 or placement. **Baker, Dillmann. 4**

213—INTERMEDIATE CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the intermediate level. Work in the Multimedia Center and composition will constitute a part of the course. Prerequisite: 211 or placement. **Baker, Dillmann. 4**

214—ADVANCED GRAMMAR,COMPOSITION AND CONVERSATION . Intensive review of grammar and writing skills which aims to increase oral and written accuracy. *Conducted in German.* Prerequisite: 211 or consent. **Baker, Dillmann. 4**

250—READINGS IN GERMAN LITERATURE AND CULTURE. The course guides and instructs students to analyze, understand, and evaluate a variety of texts. They will read several selections of short prose, poetry, and one or two plays. Although the emphasis is on reading and writing, there is ample opportunity to improve conversational skills. *Conducted in German.* Prerequisite: 211 or 213 or consent. **Baker, Dillmann. 4**

299—INTERMEDIATE TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

301—CONTEMPORARY GERMAN CULTURE. An introductory course dealing with various aspects of Landeskunde including geography and topography, German history from 1945 to the present, including the events that led to Germany's unification in 1990. In addition, special topics such as the educational system, the status of women, environmental concerns, the mass media or others will be examined. Conducted in German. Prerequisite: 250 or 311 or 314 or consent. **Dillmann. 4**

302—SPECIAL TOPICS IN GERMAN CULTURE. A proseminar with an emphasis on culture, focusing on a specific theme, topic or area. Prerequisite: German 301 and 311 or 312. **Baker, Dillmann. 4**

304—GERMAN CULTURE AND CIVILIZATION: 19TH CENTURY TO 1933. German culture in its historic context of the 19th century to 1933. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Conducted in English with a German language component for German minors and majors. Prerequisite: two semesters of intermediate level German or consent. **Dillmann. 4**

305—GERMAN CULTURE AND CIVILIZATION: 1933 TO PRESENT. German history and culture from 1933 to present. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Special emphasis on Germany and Austria as multicultural societies. Conducted in English with a German language component for German minors and majors. Prerequisite: two semesters of intermediate level German or consent. **Dillmann. 4**

311—INTRODUCTION TO GERMAN LITERATURE. The goal of the course is to train the students in the techniques of reading, interpreting, and evaluating literature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama, and poetry, mostly from the 20th century. Short compositions in German throughout the semester constitute an essential element of the course. *Conducted in German.* Prerequisite: 250 or 314 or 301 or consent. **Baker, Dillmann. 4**

312—GERMAN LITERATURE AND FILM. A close study of works by Mann, Kafka, Hesse, Böll, Grass, and others. Films by directors such as Lang Fassbinder, Herzog von Trotta, Wenders and others are also the topic of this course. *Conducted in German.* Prerequisite: 311 or consent. **Baker, Dillmann. 4**

313—ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the advanced level. Weekly compositions are required. *Conducted in German.* Prerequisite: 213 or 314 or consent. **Baker, Dillmann. 4**

315—GERMAN FOR COMMERCE. Advanced language course with emphasis on commercial practices, business culture and economic situation of German-speaking countries. Focus on interpersonal communication, employment opportunities using the German language, and training in the correspondence and vocabulary of commerce. Prerequisite: two semesters of intermediate level German or consent. **Baker. 4**

317—GERMAN CLASSICS. An examination of literary masterpieces which deal with fundamental aspects of human experience: individual growth and self-realization, self and others, existence in time. Selected works by the following authors will be analyzed in detail: Goethe, Büchner, Schnitzler, Fontane, Rilke, Kafka and others. Prerequisite: 311 or consent. **Baker, Dillmann. 4**

321—THE ROMANTIC PERIOD IN GERMANY. A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisite: 311, or consent. **Baker, Dillmann. 4**

322—19th CENTURY PROSE AND DRAMA. Büchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisite: 311 or consent. **Baker. 4**

361-362—DIRECTED STUDY. **Staff. 1-4**

363-364—INDEPENDENT STUDY. **Staff. 1-4**

399—ADVANCED TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

416—SEMINAR. Advanced study of special topics in literature or culture. For seniors. *Conducted in German.* Prerequisite: 301, 311 and one other literature course. **Baker, Dillmann. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

Japanese

Course Offerings

111-112—BEGINNING JAPANESE. A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, speaking, reading and writing. The two beginning courses will

concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns. **Tangeman. 4**

211—INTERMEDIATE JAPANESE. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112. **Tangeman. 4**

Portuguese

Course Offerings

209-01—ACCELERATED BEGINNING PORTUGUESE. An introductory course to the Portuguese language, and to Portuguese and Brazilian cultures. The course will develop the four basic skills of speaking, reading, writing and listening, emphasizing basic language structure. It will also present and analyze main aspects of the history of Portugal and Brazil, their cultural similarities and differences. **Ayala-Martinez. 6**

210-01—ACCELERATED BEGINNING PORTUGUESE. A continuation of Portuguese 209-01. The course will continue developing the basic language skills with an emphasis on speaking, reading and writing. It will introduce students to different aspects of Portuguese and Brazilian popular culture. Important literary texts will be included as reading materials. When 209 and 210 are completed, this will satisfy the "K" GE requirement. **Ayala-Martinez. 6**

Spanish

Students majoring in Spanish must take a minimum of 10 courses above 213. Required courses are: Spanish 215, 220, 230 and 455 (or a one-semester Senior Research Project.) In addition, students must take 3 elective courses at the 300 level and 3 elective courses at the 400 level (other than 455). Students engaged in a full-year Senior Research Project in Spanish will only need two 400-level courses (other than 455).

The minor in Spanish consists of at least five courses above the 213 level, including three required courses at the 200 level and two electives at the 300 or 400 level.

The following courses are required: 215, 220 and 230.

Course Offerings

Introductory Spanish

111—BEGINNING SPANISH I. An introductory course in Spanish that develops the four basic skills of listening, speaking, reading, and writing. Emphasis will be on basic language structure. *Conducted in Spanish.* **Staff. 4**

112—BEGINNING SPANISH II. A continuation of skill development in basic Spanish structures. *Conducted in Spanish.* Prerequisite: 111 or placement. **Staff. 4**

199—INTRODUCTORY TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE SPANISH. This course prepares the student for a functional comprehension and use of spoken and written Spanish and emphasizes the cultures of the Spanish-speaking worlds. *Conducted in Spanish.* Prerequisite: 112 or placement **Staff. 4**

213—COMMUNICATION SKILLS. An intermediate course to develop conversational skills. *Conducted in Spanish.* Prerequisite: 211 or consent. **Staff. 4**

299—INTERMEDIATE TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

Literature

220—INTRODUCTION TO HISPANIC LITERATURE. Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Latin America, Spain and the United States. *Conducted in Spanish.* Prerequisite: 215. **Staff. 4**

320—SURVEY OF SPANISH LITERATURE. Survey of literary genres, periods and movements in Spain from the Middle Ages to the twentieth century. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period. *Conducted in Spanish.* Prerequisite: 220 or consent. **Staff, García. 4**

325—SURVEY OF LATIN AMERICAN LITERATURE. Survey of literary genres, periods and movements in Latin America from 1492 to the present. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period and movement. *Conducted in Spanish.* Prerequisite: 220 or consent. **Ayala, Dominguez, Jaramillo, Llanos. 4**

420—SEMINAR IN PENINSULAR LITERATURE. Study and discussion in depth of a selected topic, writer or work from Peninsular literature. This course will involve the writing of a research paper. *Conducted in Spanish.* Prerequisite: 320, 325 or consent. **Staff, García. 4**

425—SEMINAR IN LATIN AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer or work from Latin American literature. This course will involve the writing of a research paper. *Conducted in Spanish.* Prerequisite: 320, 325 or consent. **Ayala, Dominguez, Jaramillo, Llanos. 4**

399—ADVANCED TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

Advanced Spanish

215—GRAMMAR REVIEW AND COMPOSITION. An intensive review of basic Spanish grammar and the development of skills in the composition of Spanish prose. *Conducted in Spanish.* Prerequisite: 213 or consent. **Staff. 4**

315—INTERMEDIATE GRAMMAR. Study and practical written application of Spanish grammar on a more advanced level; this course will on occasion include special topics in usage and style of contemporary written and spoken Spanish. *Conducted in Spanish.* Prerequisite: 215 or consent. **Staff. 4**

355—READINGS AND PERFORMANCE IN SPANISH AND LATIN AMERICAN THEATER. An in-depth study and public performance of a play written by an author from Spain or Latin America. Critical analysis will accompany active student involvement in the public performance of a play. *Conducted in Spanish.* Prerequisite: 215, 220 or consent. **Dominguez, Staff. 4**

415—SEMINAR IN LANGUAGE. In-depth study and discussion of selected topics in language, linguistics or translation. *Conducted in Spanish.* Prerequisite: 315 or consent. **Staff. 4**

455 - SENIOR SEMINAR. Intensive workshop in which students develop and expand previously undertaken research projects, which are presented orally in the annual Senior Symposium. Taught Spring Semester. Required of all seniors not engaged in Senior Research. **Staff. 4**

Culture

230—INTRODUCTION TO HISPANIC CULTURE. An introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents the basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for more advanced study. *Conducted in Spanish.* Prerequisite: 215 or consent. **Staff. 4**

330—INTRODUCTION TO PENINSULAR CULTURE. A study of the attitudes, values, and beliefs of the Spaniard through history, institutions, traditions, and creative expression. *Conducted in Spanish.* Prerequisite: 230 or consent. **Staff, García. 4**

335—CULTURES OF LATIN AMERICA. This course introduces students to the cultural diversity of Latin America, and offers a comprehensive study of the Latin American ethnos. *Conducted in Spanish.* Prerequisite: 230 or consent. **Ayala-Martinez, Dominguez, Jaramillo, Llanos. 4**

430—SEMINAR IN SPANISH CULTURE. An in-depth study of selected topics in the culture of Peninsular Spain. *Conducted in Spanish.* Prerequisite: 230, 330 or consent. **Staff, García. 4**

435—SEMINAR IN LATIN AMERICAN CULTURE. An in-depth study of selected topics in the culture of Latin America. *Conducted in Spanish.* Prerequisite: 230, 335 or consent.
Ayala-Martinez, Dominguez, Jaramillo, Llanos. 4

Latin American and Caribbean Studies (Conducted in English)

201—INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN STUDIES. A comprehensive introduction to the nature of the problems of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American and Caribbean countries.
Ayala-Martinez, Dominguez, Llanos, Jaramillo. 4

401—PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the trans-departmental sequence Area Study: Latin America.
Ayala-Martinez, Dominguez, Llanos, Jaramillo. 4

Denison Programs in Latin America and Spain

The Summer Programs provide five to six weeks of cultural and academic experiences in a hispanic culture. The programs will be offered in alternating summers in Latin America and Spain. Students take an intensive language course taught by the faculty of the host institution in Spain or Latin America. Small language classes meet fours hours per day, and optional classes are offered each afternoon.

226—SEMINAR ON LATIN AMERICAN OR SPANISH CULTURE. Students also take a seminar in Latin American or Spanish culture, taught by a Denison faculty member. The seminar provides a framework for the understanding of the site culture while students live it daily. **Staff. 2**

Other

361-362—DIRECTED STUDY. **Staff. 1-4**

363-364—INDEPENDENT STUDY. **Staff. 1-4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Music

Associate Professor Andrew Glendening, Chair

Professor Marjorie Chan; Distinguished Professor of Fine Arts and Adjunct Professor of Music William Osborne; Associate Professor Andrew Glendening; Assistant Professor Andrew Carlson; Instructor Kristen Smith; Instructors (part-time) Belinda Andrews-Smith, Tom Carroll; Affiliated Studio Instructors Richard Blatti, Stephen Caracciolo, Nelson Harper, Daniel King, Cora Kuyvenhoven, Richard Lopez, Peter Mills, David Nesmith, Caryl Palmer, Michael Parker-Harley, Guy Remonko, Douglas Richeson, Steven Rosenberg, Jennifer Snyder, James Van Reeth, Kevin Wines, Raymond Wise

Departmental Guidelines

The music curriculum is intended to meet the general needs of liberal arts students while providing students interested in a music major or minor with the skills needed to excel in their area of concentration (performance, education, history, computer music). In keeping with a liberal arts philosophy, the department encourages interested students campus-wide to participate in its varied ensembles. Individual ensembles are designed to meet the students' musical needs while providing a positive educational experience. Private instruction (instrumental and vocal) is intended for those students desiring to raise their musical skills to a higher level. Acknowledging the need to examine the contributions of various cultures, the curriculum exposes students to a broad spectrum of musical influences (western European, jazz, world music, American folk, African- American, computer music). The department also generates or sponsors concerts throughout the academic year to make music an important aspect of life at Denison.

Major in Music (B.A. Degree)

A major in music requires the completion of the requirements of the music core, the selected area of emphasis, performance requirements and the music portfolio.

Core: 6 courses (16 hours): 104 Musical Materials, 104L Musical Materials Lab, 105 Harmonic Systems, 105L Harmonic Systems Lab, 204 Methods of Analysis, and 201 Music History.

Performance Requirements

Majors in music are required to complete the private lesson and recital or project requirements as specified in the area of emphasis. In addition to course requirements students must pass the appropriate Keyboard Proficiency and Performance Skills Examinations. Declared music majors must participate in at least one ensemble each term with the exception of music education majors taking the professional semester. Students should take a mixture of large and small ensembles chosen in consultation with their private teacher.

Music Portfolio:

At the end of the junior year, each music major will submit a portfolio consisting of sample work in Music Theory, Music History, Performance, and Computer Music/Composition, a concert attendance journal, and a proposal for the senior project or recital to the music faculty for review and approval. Guidelines for the Music Portfolio and a list of concerts for each

semester are available in the Music Office. Concert Attendance Journals will be reviewed annually by the area coordinators.

Emphasis Options:

Music (20 credits)

Three music electives (12), 140 Private Lessons each term (8), Ensembles each term, and 401 Senior Recital or 402 Senior Project.

Music Education (20 credits)*

206 Composition, Arranging, Conducting (4), 319 World Music (4), 147 Class Brass (1), 146 Class Woodwinds (1), 145 Class Strings (1), 148 Class Percussion (1), 144 Class Voice (1), Seven semesters of 140 private lessons (7), and 401 Senior Recital.

*In order to be certified, Music Education students must complete additional requirements in the Education Department.

Music History (20 credits)

4 music history electives (16), 4 semesters 140 private lessons (4), and 402 Senior Project.

Computer Music (20 credits)

217 Computer Music (4), 224 Advanced Computer Music(4), 329 20th Century music (4), four semesters 140 private lessons (4), four semesters composition lessons (4), and 402 Senior Project or 401 Senior Recital.

Performance (20 credits)

Performance audition, 206 Composition, Conducting, Arranging (4), Private Lessons (2.0 hours each term) (16), 301 Junior Recital and 401 Senior Recital.

Minors in Music

Performer's Certificate (20 credits)

Performance Audition, Private Lessons (2.0 hours each term) (16), 201 Music History (4), Ensembles (each term), 401 Senior Recital, Music Theory, Keyboard Proficiency, and Performance Skills Exams, Performance Studies Plan and Performance Juries each term.

Admission by audition should be prior to enrollment in Denison. However, entry into the program will be possible up to the end of freshman year. The Performer's Certificate would count toward graduation as an academic minor.

The applied lesson fee will be waived for students in the Performance Certificate program.

Each student will develop a four-year Performance Studies Plan with his or her applied instructor to cover music in a broad range of styles, genres, and eras. The Performance Studies Plan will be updated each term.

Music Minor (20 credits)

104 Musical Materials (3), 104L Musical Materials Lab (1), 201 Music History (4), four semesters of 140 Private Lessons (4), two Music Electives (8), four semesters of ensembles, piano proficiency exam and performance skills exam.

Computer Music Minor (20 hours)

104 Musical Materials (3), 104L Musical Materials Lab (1), 105 Harmonic Systems (3), 105L Harmonic Systems Lab (1), 217 Computer Music (4), 224 Advanced Computer Music (4), four semesters Composition Lessons (4) and 402 Senior Project.

Music Electives

206 Composition, Arranging, Conducting
217 Computer Music
224 Advanced Computer Music
314 Music in America
319 World Music
325 Music of the Baroque
326 Classical Era
327 The Symphony
328 19th Century Music
329 20th Century Music
318 Jazz and the Music of Black Americans
331 Music of Africa and Afro-Latin America
320 Women in Music
330 The History of American Folk and Country

Course Offerings

101—INTRODUCTION TO MUSIC. A team-taught introduction to music through the study of Western Art Music, World Music, and American Music. **Carlson, Chan, and Smith. 4**

104—MUSICAL MATERIALS. Fundamentals of written musical materials including terminology, tuning systems, notation, intervals, scales, chords, basic diatonic harmony, rhythm, simple forms, aural skills, and computer music applications. **Staff. 3**

104 L—MUSICAL MATERIALS LABORATORY. A laboratory experience focusing on aural skills, dictation, sight singing, and basic keyboard. **Chan. 1**

105—HARMONIC SYSTEMS. A survey of approaches to musical harmony including linear systems (counterpoint), vertical systems (common practice tonality, polytonality), mathematical systems (serialism), and jazz systems. Prerequisite: 104. **Staff. 3**

105 L—HARMONIC SYSTEMS LABORATORY. A laboratory experience focusing on aural skills, dictation, and sight singing, to accompany MUS 105 Harmonic Systems. Prerequisite: 104 L **Chan. 1**

115—THE CREATIVE PROCESS. A study of the different factors that influence an artist in the creation of a musical, visual or literary work of art as well as an analysis of those factors which affect the success of a work of art. (Offered through the Honors Program.) **Staff. 4**

130—ENSEMBLES. Heisey Wind Ensemble, Blatti. 1; Orchestra, Carlson. 1; Concert Choir, Osborne. 1; Singers' Theater Workshop, Andrews-Smith. 1; Gospel Choir, Wise 1; Jazz Ensemble, Mills. 1.

131—CHAMBER MUSIC. Jazz Combo, Carroll. 1; World Music Ensemble, Smith. 1; Bluegrass Ensemble, Carlson. 1; Brass Ensemble, Glendening. 1; Percussion Ensemble, Remonko. 1; Collegium Musicum, Caracciolo. 1; Guitar Ensemble, Carroll. 1, String Chamber Music, Chan. 1; and Woodwind Chamber Music, Smith. 1.

140—Private Lessons in bassoon, cello, clarinet, electric bass, euphonium, flute, guitar, harp, horn, oboe, organ, percussion, piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, and voice. One credit is given for one half-hour lesson per week and one hour of practice daily. Prerequisite: Audition required. In the case of Voice, Guitar, and Piano: Audition required or Class Piano/Class Voice/Class Guitar II. Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. Private Lessons must be taken for credit. (For costs, see Department of Music Fees under College Costs in Catalog) **Staff. 1 or 2**

141—CLASS PIANO. Offered for beginning piano students, the piano class will focus on fundamental piano technique and score reading, as well as the playing of lead sheets. Students will work on individual electronic pianos, both solo and in groups. **Harper. 2**

142—CLASS GUITAR I. Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading. **Carroll. 1**

143—GUITAR CLASS II. For intermediate guitar students with basic skills. Emphasis on guitar styles and improvisation. Prerequisite: 142 or consent. **Carroll. 1**

144—CLASS VOICE. An introduction to vocal techniques and pedagogy. **Andrews-Smith. 1**

147—CLASS BRASS. A method course designed to meet the professional needs for teaching brass instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences. **Glendening. 1**

146—CLASS WOODWINDS. A method course designed to meet the professional needs for teaching woodwind instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences **Mills. 1**

145—CLASS STRINGS. A method course designed to meet the professional needs for teaching brass instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences. **Carlson. 1**

148 —CLASS PERCUSSION. A method course designed to meet the professional needs for teaching percussion instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences. **Remonko. 1**

149—COMPOSITION SEMINAR. A seminar approach to musical composition focusing on individual composition projects, compositional processes, forms, aesthetics, and criticism. May be repeated for credit. Prerequisite: 105 and 105L **Staff. 1 or 2**

199—INTRODUCTORY TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

201—MUSIC HISTORY. An introduction to the study of Music History through a selected survey of music with an emphasis on methods of analysis, approaches and schools of music history, and research skills. **Glendening. 4**

204—ANALYSIS. A survey of approaches to the formal analysis of music including the approaches of Rameau, Schenker, Forte, and others. Prerequisite: 105 **Staff. 4**

205—COMPOSITION, ARRANGING, CONDUCTING. An introduction to musical composition, arranging, and conducting. Students will compose, orchestrate, and conduct original works of music. Prerequisite: 105. **Glendening and Staff. 4**

214/315—MUSIC IN AMERICA. A survey of music-making in America from the Psalm tunes of the Puritans to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles-Paine, George Gershwin, Aaron Copland, and John Cage and beyond. **Osborne. 4**

215—POPULAR MUSICAL THEATER IN AMERICA. This course studies both the antecedents to the American musical (18th-century, comic opera, blackface minstrels, the revue and vaudeville, and operetta) and the Broadway musical of this century, from Jerome Kern to Stephen Sondheim. **Osborne. 4**

216—AUDIO RECORDING AND SOUND EDITING. A study of audio recording focusing on acoustics, microphone techniques, live and studio recording techniques, editing, signal processing, and production. **Carlson. 4**

217—COMPUTER MUSIC. An introduction to creating music with a computer, focusing on sequencing, sampling, and direct synthesis. **Glendening. 4**

218/318—JAZZ AND THE MUSIC OF BLACK AMERICANS. This course will concentrate on jazz, but will include other types of music of American blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the black musician in American society will be traced from the slave days to the present. **Staff. 4**

219/319— WORLD MUSIC. This course includes in-depth studies of several representative genres of music from around the world, including their social or political contexts. Traditional and popular musics of the world can play important roles in religion, identity formation (gender, race, sexuality), tradition, education, agriculture, history preservation, political resistance and domination, protest, symbolism, and entertainment. Students will learn to identify, classify, and describe musical examples from several cultures by discerning musical styles, instrumental or vocal timbre, form, and texture. **Smith. 4**

220/320—WOMEN IN MUSIC. Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course will trace the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers; performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics. **Smith. 4**

224—ADVANCED COMPUTER MUSIC. An exploration of advanced topics in computer music including interactive systems, algorithmic composition, granular synthesis, and others. **Glendening. 4**

225/325—MUSIC OF THE BAROQUE. In this course, we will look at the development of Western Art music from the end of the Renaissance period through the careers of J. S. Bach and G. F. Handel, covering an approximate period of 1600-1750. Understanding of musical notation is required. **Smith. 4**

226/326—CLASSICAL ERA: MOZART, HAYDN, BEETHOVEN. This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart, and Beethoven (early works.) We will study the style characteristics, as well as the musical genres and forms employed. **Staff. 4**

227/327—THE SYMPHONY. This course will be devoted to a study of the Symphony beginning with the works of Stamitz and Sammartini through the present-day symphony. **Chan. 4**

228/328—19TH CENTURY MUSIC. This course will cover music of the romantic era beginning with late Mozart. A wide variety of genres as well as central topics as program music and nationalism will be included. **Staff. 4**

229—TWENTIETH-CENTURY MUSIC. In this course, we will look at the development of twentieth-century musical idioms and compositional techniques with their larger political and cultural contexts. We will study individual works by composers as well as overall compositional trends. . Understanding of musical notation is required. **Smith. 4**

230/330—THE HISTORY OF AMERICAN FOLK AND COUNTRY MUSIC. "The History of American Folk and Country Music" is designed to broaden the students' knowledge of America's musical heritage through aural analysis of recorded and live music as well as study of printed materials. In order to increase the knowledge of America's diverse musical heritage, students will be exposed to the contributions of European immigrants, African Americans, Hispanics, Franco-Americans, and Native Americans **Carlson. 4**

231/331—MUSIC OF AFRICA AND AFRO-LATIN AMERICA. In this course, we will read and discuss

specific case studies in musical and cultural traditions of peoples in Africa and African Diaspora, excluding the United States. We will study the role of music in political, religious, historical, group identity, and cultural contexts. We will study specific genres and styles as well as overall stylistic trends, tracing characteristics of Afro-Latin music to African roots. **Smith. 4**

235—MINOR PROBLEMS. A research problem of limited scope that provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. **Staff. 1 or 2**

301—JUNIOR RECITAL. The Junior Recital is a 30 to 40 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons. **Staff. 0**

301 R—JUNIOR RECITAL (taken concurrently with lessons)The Junior Recital is a 30 to 40 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons. **Staff. 0**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY **Staff. 3 or 4**

399—ADVANCED TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

401—SENIOR RECITAL. The Senior Recital is a 50 to 60 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons. **Staff. 0**

402—SENIOR PROJECT. The Senior Project is a composition or research project in the emphasis of the music major (composition, computer music, or music history) to be selected and completed in consultation with the appropriate area instructor. **Staff. 0 to 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Neuroscience Concentration

Susan Kennedy, Associate Professor, Psychology
Robert Thorn, Assistant Professor, Biology

Neuroscience is the interdisciplinary study of the nervous system, unique in its quest to understand not only the biology and chemistry of the brain and nervous system, but also to understand how chemical and cellular functions relate to how organisms think and behave. Thus, neuroscience is founded on the tenet that an understanding of the brain and nervous system is only possible when approached from a perspective that integrates biological, chemical and psychological phenomena.

Guidelines

The Neuroscience Concentration at Denison is designed to offer students an interdisciplinary perspective on the nervous system and behavior, and to provide science students with the opportunity to obtain a diverse focus that both compliments and broadens the more narrowly-defined major.

General Requirements

Students concentrating in Neuroscience must fulfill the following course requirements:
A) *Courses required of all students* (12 semester hours; NEURO 200, NEURO 400, PSY 350)
BIO356/NEURO200: Introduction to Neuroscience. This course is a survey of Neuroscience, and is divided into 3 portions. Beginning with an overview of the philosophical and historical contributions to modern neuroscience, we then examine the structure and function of neurons and how they communicate within the nervous system. From this cellular perspective, we then study basic anatomy of the brain and spinal cord. In the second section, we study some sensory and motor systems, and examine the ways in which these systems unfold during development. Finally, brain-behavior relationships are investigated, including hormonal control of behavior, learning & memory, neuropathology, and addictive behavior. A concurrent laboratory is available, and is required for Bio majors taking the course to get Bio credit. Three class periods plus weekly laboratory. Prerequisites: Biology core for Bio majors, Bio 102 and Psych 100 for others.

NEURO 400: Topics in Neuroscience. A senior-level seminar; discussions and presentations by students on issues relevant to neuroscience. Discussions of seminal works, interdisciplinary views on important topics.

PSYC 350: Physiological Psychology.

In addition to the three courses required of all students, students concentrating in Neuroscience must also complete basic science courses, as well as a number of advanced courses. Typically, the specific courses selected from the basic and advanced courses will be at least partially determined by the major toward which the student is working.

B) *Basic Science Courses* (8 semester hours; 2 courses must be taken from the same discipline); BIOL 102 and BIOL 201; CHEM 121 and CHEM 122

C) *Advanced Courses* (16 semester hours minimum; any 4 courses; providing prerequisites have been satisfied). Electives include BIOL 324, BIOL 325, BIOL 334, BIOL 340, BIOL 341, BIOL 380; CHEM 223, CHEM 224, CHEM 302, CHEM 401; PSYC 305, PSYC 310, PSYC 330, PSYC 340; PHIL 280

Certification in Organizational Studies

Professor David P. J. Przybyla, Director

Committee: Professors Anita Waters, Kevin Wetmore, David O. Woodyard

Rationale

The Organizational Studies program is multidisciplinary in intent and grounded in the liberal arts. Developing a theoretical base for organizational participation, leadership, and human interaction requires moving beyond a single area of specialization. Through a multidisciplinary approach, students will begin to develop 1) an understanding of the human condition as it is experienced in organizational life, 2) an understanding of the complex nature of systems and institutions, and 3) the capacity for analysis that moves beyond simplistic solutions to explore the interplay of values, responsibility, and the achievement of social goals. The goals of this theoretical base are to be supplemented by and integrally related to both a significant internship experience in an appropriate organization and the mastering of specific skills not available in the regular curriculum.

General Requirements for the Certificate

In order to fulfill the expectations identified in the rationale, a student must complete four core courses, participate successfully in a Summer Seminar and an appropriate internship, write an integrative paper upon completion of the internship, and complete an elective/application requirement.

Core Courses

The four courses — two from Area A and two from Area B — must be taken from at least three different departments.

A. *The Individual Within the Organization.* Courses that meet this requirement are designed to focus on the role and development of the individual in organizational settings. Students will examine some combination of the following issues: 1) how individuals acquire, develop, and use knowledge in organizational settings, 2) how individuals communicate in the process of social interaction, 3) how individuals gain an overview of the nature and foundations of sociocultural behavior.

B. *Organizational Processes and Social Organizing.* Courses that meet this requirement are designed to focus on interdependent relationships within organizations. Students will develop an understanding of organizational life that reflects on either the broad nature of social organizing or a specific aspect of organizational life.

C. *Electives or Applications.* Courses and projects that meet this requirement are designed to focus on an aspect of organizational studies that is particularly appropriate to the student's vocational aspirations, the integrity of the program, and/or the major. Students have the following options:

1. An integrative directed study (or)
2. A senior research/honors project in the major that integrates the program into a new research project (or)
3. An elective course approved by the director and the advisory committee

Summer Seminar

The premise guiding this four-week seminar is that organizations need persons capable of examining problems with a critical and imaginative eye and of responding in an ever-changing environment with policies, actions, and decisions derived from a broad knowledge base. A major strength of Denison's liberal arts program is that it fosters the development of this broad knowledge base, as well as critical-thinking and problem-solving skills. The summer seminar focuses on the application of those skills in organizations. Students are introduced to the language and fundamental principles of organizational management, group processes and decision-making, marketing, finance, and accounting, enabling them to hear and interpret the problems faced by organizations. In addition, students are provided with examples of concrete problems and allowed to investigate multiple solutions.

Internship and Integrative Paper

The internship may take place during May, a summer, or during a full semester. In some fields (e.g., the Arts), it may be appropriate to begin with the internship, in which case the core courses will become forms of analysis of the experience, supplemented by the summer seminar. In other disciplines, the internship will become the venue where coursework and the summer seminar are brought into play. In either case, the completion of the internship shall result in a major, integrative paper.

Philosophy

Faculty

Professor Steven Vogel, Chair

Professors David Goldblatt, Anthony J. Lisska, Ronald E. Santoni, Steven Vogel; Associate Professor Barbara Fultner; Assistant Professor Mark Moller; Instructor Alexandra Bradner

Departmental Guidelines

To do philosophy is to encounter some of the most fundamental questions which can be asked about human existence. Philosophical investigation leads students to recognize the otherwise unnoticed assumptions that, far from standing on the periphery of our daily lives, underpin even our most ordinary ways of interacting with other persons and engaging in human projects. Such assumptions concern, for example, the nature of human knowledge, action, and value. Philosophy challenges students to move beyond uncritical patterns of thought, to recognize problems, and to exchange a more naive world view for a more considered and justifiable one. In doing so, students learn to think in ways that are simultaneously both disciplined and imaginative. Philosophy Department faculty members cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own

creative activity. Students are encouraged to join with the faculty in this inquiry and to philosophize creatively on their own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

The Philosophy Department recommends that students wishing to take Philosophy to meet the Critical Inquiry General Education requirement enroll in Philosophy 101 or First-Year Studies 102 (Philosophy) during their first year.

The Major in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major adviser. The nine courses must include Philosophy 231 and Philosophy 232, and one semester of the Junior/Senior Seminar (Philosophy 431-432). Philosophy 101 or any First-Year Seminar taught by a member of the department may count toward the major. However, not more than three 100-level courses and not more than one First-Year Seminar 102 may count toward the major. Philosophy majors are also required to take two additional courses at the 300 level or above (which may include additional Junior/Senior seminars)and must participate in the one-credit Senior Symposium (Philosophy 440) in their final semester.

The Philosophy Department welcomes double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes Philosophy) should consult the Department early in his or her college career.

The Philosophy Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 140.

The Minor in Philosophy

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating his or her knowledge gained in other areas. For this reason we attempt to tailor a student's minor program in philosophy around the specific course of studies he or she is pursuing in his or her major subject. This means that our minor program places a premium upon departmental advising.

Each philosophy minor is required to choose a department member as his or her philosophy adviser. The philosophy adviser will not replace the student's primary academic adviser. However, the philosophy adviser will have responsibility for guiding the student in designing the minor program in philosophy. The adviser will work with the student to construct a program within the following general guidelines: (1) The student must take a minimum of five courses in philosophy. Philosophy 101 or or any First-Year Seminar taught by a member of the department may count toward the minor. (2) The student must take at least one Junior-Senior Seminar.

The Philosophy Colloquium

Each year the department sponsors a colloquium series, bringing to campus nationally and internationally known philosophers who meet with students and staff. Recent visitors to Denison have included John Haldane (St. Andrews), John Caputo (Villanova), Iris Young (Pittsburgh), Thomas McCarthy (Northwestern), Judith Butler (Berkeley), Alasdair MacIntyre (Duke), Jaegwon Kim (Brown), and Karsten Harries (Yale).

Other Philosophy Activities

The Philosophy Department annually publishes a national undergraduate philosophy journal, *Episteme*. This journal is edited and produced by philosophy majors and minors in consultation with a faculty adviser. *Episteme* encourages and receives submissions from undergraduate philosophy students throughout the country.

In addition, philosophy students organize Philosophy Coffees, informal topical discussions, about three times each semester.

Course Offerings

101—ENDURING QUESTIONS OF PHILOSOPHY. This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and others. It is intended that the student develop skills in rigorous thinking and become involved in the process of philosophizing. This course satisfies the General Education requirement in Critical Inquiry. Offered each semester.

All Staff Members. 4.

121—ETHICS: PHILOSOPHICAL CONSIDERATIONS OF MORALITY. This course explores the fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics — having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. — will be raised as well. This course satisfies the General Education requirement in Critical Inquiry. (Fall) **Moller. 4**

126—SOCIAL AND POLITICAL PHILOSOPHY. Social and Political Philosophy is about justifications of power and freedom in their many crude and subtle forms and about whether objective or rational justifications in political and social action are practical or even possible. The course will take into account the various methods utilized by philosophers in rendering their world views. It includes an exploration of a network of fundamental philosophical questions regarding the nature of the community, the state, the role of the individual and the relationships among them. Students will become comfortable with some of the great classical texts in Western political thought from Plato, Aristotle, Hobbes, Locke, Rousseau, Smith, Marx and Nietzsche as well as with more contemporary sources. Thus, this course raises questions about the social practices of Western culture, including the issue of whether the social and the political dimensions of our thinking can be justifiably separated. This course satisfies the General Education requirement in Social Inquiry. (Spring) **Goldblatt. 4**

191-92—INTRODUCTORY TOPICS SEMINAR IN PHILOSOPHY. An introductory inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

199—INTRODUCTORY TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

201—PHILOSOPHY OF RELIGION. In this course, the student will be encouraged to come to grips with some of the basic theoretical and/or intellectual problems which confront religion and religious belief as treated in both classical and contemporary philosophy. More specifically, the course will focus on the *traditional* problems related to argumentation for or against God's existence (including the problem of evil), and *contemporary* issues related to the legitimacy of religious language and the possibility of religious "knowing." This course will emphasize the doing of philosophy of religion, and students will be encouraged to relate the issues of the course to their existence. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent. (Not offered 2001-2002) **Santoni. 4**

205—LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. (Not offered 2001-2002) **Moller, Vogel. 4**

210—PHILOSOPHICAL ISSUES IN SCIENCE. This course considers a range of conceptual issues connected with the understanding and practice of science. Issues to be considered include explanation, theoretical reduction, the nature of scientific truth-claims, methodology, confirmation theory, the possibility of scientific progress, etc. Although these questions are raised from the perspective of philosophy, they are intended to provide insight into the actual practice of the sciences - from both contemporary and historical perspectives. This course should prove especially helpful to science majors seeking to achieve a different perspective on the scientific enterprise; however, non-science majors are equally welcome. Prerequisite: Any 100-level course in philosophy, any First-Year Studies course taught by a member of the Philosophy Department, science major, sophomore, junior, senior standing or consent. (Not offered 2001-2002) **Staff. 4**

231—GREEK AND MEDIEVAL PHILOSOPHY. An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how we come to know), in the context of the origin and development of Greek thinking from the pre-Socratics, Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus. This course satisfies the General Education requirement in Western Studies. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy Department, or consent. (Fall) **Lisska. 4**

232—MODERN PHILOSOPHY: DESCARTES THROUGH KANT. An examination of the two fundamental philosophical traditions of the 17th and 18th centuries, Rationalism and Empiricism, and of Kant's attempt to combine their insights. This course traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits of knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Their attempts to resolve these questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenment" and continue to inform contemporary investigations of knowledge, language, and mind. This course satisfies the General Education requirement in Western Studies. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy Department, or consent. (Spring) **Moller. 4**

243—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. (Not offered 2001-2002) **Keenan. 4**

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy Department, or consent. (Spring) **Staff. 4**

260—ENVIRONMENTAL ETHICS. This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such, what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy Department, any Environmental Studies course, or consent. (Fall) **Vogel. 4**

269—PHILOSOPHY OF THE ARTS: AESTHETICS. A seminar consisting of a series of philosophical investigations into the arts (with all the arts of relevance) and not a history of the field. We will be concerned with such items as the role of the art world, the role of art theory, the nature of the art object and how it differs from any non-art artifact, the nature of the creative process, aesthetic experience, art criticism, interpretation and problems of evaluation of art works. This course satisfies the General Education requirement in Artistic Inquiry. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy Department, or consent. (Spring) **Goldblatt. 4**

275—PHILOSOPHY OF FEMINISM. Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other

people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary feminist discussions of epistemology, ethics, and science. This course satisfies the General Education requirement in Minority/Women's Studies. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy Department, any course in Women's Studies, or consent. (Not offered 2001-2002) **Fultner. 4**

280—PHILOSOPHY OF MIND. This course addresses fundamental questions regarding the nature of the human mind and thought. Students will be introduced to the leading 20th century theories of mind as well as critical responses to these theories. They will become acquainted with the works of philosophers such as J.J.C. Smart, Gilbert Ryle, Ludwig Wittgenstein, Daniel Dennett, Patricia and Paul Churchland, Jerry Fodor, Fred Dretske, Hillary Putnam, and others. We will address questions such as whether we can know there are other minds, whether mental states are identical or reducible to brain states, how it is that our thoughts can be *about* anything at all, whether there is a "language of thought", and whether our ordinary talk about mental events genuinely explains human actions. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy Department, Neuroscience 200, or consent. (Not offered 2001-2002) **Fultner.4**

291-292—INTERMEDIATE TOPICS SEMINAR IN PHILOSOPHY. An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. Prerequisite: Any 100-level philosophy course, and First-Year Seminar taught by a member of the Philosophy Department, or consent. Fall 2001: Biomedical Ethics (Moller) **Staff. 4**

298—EXISTENTIALISM. This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism as they have developed primarily in the "classic" 19th and 20th Century literature of Existentialism - philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, rationality and the absurd, will be investigated and confronted. It is hoped that each student will use this seminar both as a basis for becoming closely acquainted with Existentialism, and as an occasion for coming to grips with and clarifying some of the fundamental value concerns and issues of his or her existence. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy Department, or consent. (Not offered 2001-2002) **Santoni. 4**

299—INTERMEDIATE TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

305—METAPHYSICS. Metaphysics is often regarded as the foundation of philosophy. To think metaphysically is to think rigorously about the ultimate nature of reality. This course is an examination of a variety of metaphysical problems, including personal identity, mind, causation, space, time and human freedom. Readings will include a mixture of contemporary and classical sources including Plato, Hume, Leibniz, Schopenhauer, Ayer, Ryle, Moore and others. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy Department, or consent. (Not offered 2001-2002) **Goldblatt. 4**

306—THEORIES OF KNOWLEDGE. An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy Department, or consent. (Fall) **Bradner. 4**

312—ADVANCED SYMBOLIC LOGIC. Topics in the philosophy of logic and the foundations of mathematics. A symbolic language for predicate logic will be developed to the degree necessary for simple results in number theory, after which we will proceed to prove Gödel's Theorem, and then to examine its philosophical implications (e.g., for questions in the philosophy of mind and artificial intelligence). Prerequisite: Philosophy 205, or Math 171, or consent. (Not offered 2001-2002) **Vogel. 4**

330— NINETEENTH-CENTURY PHILOSOPHY. This course examines some of the most important developments in European philosophy during the nineteenth century. Figures to be read may include Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche, Mill, Frege and others. Prerequisite: one Philosophy course. (Spring) **Vogel. 4**

333—CONTEMPORARY BRITISH AND AMERICAN PHILOSOPHY. The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G.E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to

understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy Department, or consent. (Not offered 2001-2002) **Fultner, Goldblatt. 4**

334—CONTEMPORARY CONTINENTAL PHILOSOPHY. This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the post-structuralism of Foucault, Derrida, and others. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy Department, or consent.(Not offered 2001-2002) **Vogel. 4**

360—PHILOSOPHY OF LANGUAGE. The nature of language and meaning has been a pivotal concern of twentieth-century philosophers. This course will consider questions such as: What is a language? What is it for a word to have meaning? How is communication possible? Are meanings "in the head"? What is the relation between language and thought? This course will address topics such as reference, the role of speaker intentions, and the indeterminacy of translation. Students will be introduced to several strands of philosophy of language such as formal semantics and ordinary language philosophy, and will become familiar with the writings of philosophers ranging from Frege, Russell, and Wittgenstein to Quine, Austin, Putnam, Searle, Chomsky, Davidson, and others. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy Department, or consent.(Not offered 2001-2002) **Fultner, Goldblatt. 4**

361-362—DIRECTED STUDY. **Staff. 3 or 4**

363-364—INDEPENDENT STUDY. **Staff. 4**

391-392—ADVANCED TOPICS SEMINAR IN PHILOSOPHY. An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interest of students and faculty. **Staff. 4**

399—ADVANCED TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer of credit.

431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). An intensive study in a major figure in philosophic thought. The topic varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent seminars have dealt with Habermas, James and Dewey. Quine, Rawls, Kant and Sartre. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, Junior/Senior standing, or consent. Fall 2001: The New Nietzsche (Goldblatt); Spring 2002: Aristotle and Aquinas (Lisska). **Staff. 4**

440—SENIOR SYMPOSIUM. In the spring semester, senior philosophy majors present a paper in a symposium format to their peers and to philosophy faculty. The 12-page paper is the result of a year-long project. Students are also required to act as commentators for one other senior paper and to participate fully in all paper sessions. For senior philosophy majors only. **All Staff.1**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS **Staff. 4**

Additional information about Philosophy courses – and in particular, a current course guide with more detailed descriptions of current courses – may be obtained from the Philosophy Department, room 411 Knapp Hall.

Philosophy, Politics and Economics (PPE)

Committee: Professors Sohrab Behdad, James R. Pletcher, Steven M. Vogel

Faculty: Robin Bartlett, Sohrab Behdad, William Bishop, David Boyd, Laura Boyd, Alexandra Bradner, Emmett Buell, Eloise Buker, Theodore A. Burczak, Paul Djupe, Marcia Frost, Barbara Fultner, David Goldblatt, Andrew Katz, Ross LaRoe, Anthony Lisska, Richard Lucier, Timothy Miller, Mark Moller, James Pletcher, Ronald Santoni, Jules Steinberg, Steven Vogel, Andrea Ziegert

Guidelines

The PPE Program enables students to pursue a rigorous course of studies exploring the important historical, methodological, and theoretical interconnections among the three indicated fields of study. It is designed, specifically, to meet the needs of students seeking to understand the theoretical foundations of political and economic thought.

The PPE Program is overseen by the PPE Committee comprising one faculty member from each of the PPE departments. Each PPE major must choose a member of the PPE Committee to serve as his or her PPE adviser. The PPE Committee (as a whole) must approve the individual program of each PPE student. Students wishing to pursue a PPE major should contact one of the three PPE Committee members listed above.

The PPE Major

The course requirements for the PPE Program are divided into three sections, 1) *Core Courses* [12 courses], 2) *Electives* [5 courses], and 3) *Senior Research* [one semester]. Core courses are chosen to provide students with a grounding in each of the three disciplines; electives allow each student to concentrate upon a specific area or topic of interest; and the senior research project provides a culminating experience allowing students to draw together their work in the three disciplines. In effect, the PPE major is a double major distributed across three departments. Therefore, in keeping with college policy, students choosing the PPE major may not take any other major or minor.

Core Courses

Philosophy	*Political Science*	*Economics*
101 or FYS 102 (Philos.)	205	190 Principles
121 Ethics	202	201 Macroeconomics
126 Social & Political Philosophy	303 or 304	202 Microeconomics
250 Philosophy of Law	221 or 222	301 Hist. of Econ. Th.

Electives

A student must select five additional advanced courses in at least two of the three departments. The courses which satisfy this requirement must be approved by the PPE Committee. Under special circumstances, and with the approval of the PPE Committee, a student may be permitted to fulfill up to two of his or her elective requirements with courses outside of the Political Science, Economics, and Philosophy departments. It is the responsibility of each student's PPE adviser and, ultimately, the PPE Committee, to see that the student's course of study realizes the overall goals of the PPE Program.

Senior Research/Honors Project

In addition to completing the course sequence indicated above, each PPE student must complete at least one semester of senior research culminating in a senior research project or honors thesis linking the three areas and approved by readers chosen from the three departments.

PPE Proposal

Each prospective PPE student must submit a formal PPE proposal by March 15 of his or her sophomore year, indicating a general topic or theme that will serve as the focus of the major, and proposing a program of study that includes specific plans as to which core courses and which electives will count towards the major. This proposal must be approved by the PPE committee before the student registers for the junior year. In addition, by the end of the junior year each PPE student must make a formal proposal for a senior research project, which must again be approved by the PPE committee.

Course Offerings

PPE

341-342—DIRECTED STUDY. **Staff. 3-4**

441-442—DIRECTED STUDY. **Staff. 3-4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Course Offerings — Core Courses

Economics

190—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. There is no prerequisite, but students who take Economics 150 may later take Economics 190. This course will be more technical and devoted to model building than the 150 course. **Staff. 4**

201—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: Economics 190. **Bartlett, Burczak, Frost, King, Miller. 4**

201—INTERMEDIATE MACROECONOMIC LABORATORY.
Bartlett, Burczak, Frost, King, Miller. 1

202—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: Economics 190. **D. Boyd, L. Boyd, LaRoe, Lucier, Ziegert. 4**

202—INTERMEDIATE MICROECONOMIC LABORATORY.
D. Boyd, L. Boyd, LaRoe, Lucier, Ziegert. 1

301—ECONOMIC CONTROVERSIES AND THE EVOLUTION OF ECONOMIC THOUGHT. A critical inquiry into the historical foundations of present controversies in economics. Two sets of issues have

been intertwined in the development of the present paradigms in economic theory. There have been social and ideological issues such as the power of the state and the limits of individual rights, social harmony and conflict, stability and change, and poverty and inequality. And there have been theoretical concerns about the nature and determination of value, wages and prices, allocation of resources, distribution of social product, and the operation and efficiency of the market. In this course there is an attempt to better understand present controversies in economics by exploring the historical relation between socio-ideological issues and theoretical concerns within various schools of economic thought. Beginning with Medieval times and continuing into 20th century, selected writing of the leading members of these schools of thought will be critically examined in the context of the historical and institutional conditions of their time. Prerequisites: Economics 201 or 202.
Behdad, King, LaRoe. 4

Philosophy

102—FIRST-YEAR STUDIES: TOPICS SEMINAR. (See course description of the First-Year Studies program in this catalog). Several sections are taught by the Philosophy staff each year. Generally, this course satisfies the General Education requirement in Critical Inquiry, when it is taught by a member of the philosophy department. Open to first-year students only. **Staff . 4**

101—ENDURING QUESTIONS OF PHILOSOPHY. This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and others. It is intended that the student develop skills in rigorous thinking and become involved in the process of philosophizing. This course satisfies the General Education requirement in Critical Inquiry. Offered each semester. **Staff . 4.**

121—ETHICS: PHILOSOPHICAL CONSIDERATIONS OF MORALITY. This course explores the fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics — having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. — will be raised as well. This course satisfies the General Education requirement in Critical Inquiry. (Fall) **Moller. 4**

126—SOCIAL AND POLITICAL PHILOSOPHY. Social and Political Philosophy is about justifications of power and freedom in their many crude and subtle forms and about whether objective or rational justifications in political and social action are practical or even possible. The course will take into account the various methods utilized by philosophers in rendering their world views. It includes an exploration of a network of fundamental philosophical questions regarding the nature of the community, the state, the role of the individual and the relationships among them. Students will become comfortable with some of the great classical texts in Western political thought from Plato, Aristotle, Hobbes, Locke, Rousseau, Smith, Marx and Nietzsche as well as with more contemporary sources. Thus, this course raises questions about the social practices of Western culture, including the issue of whether the social and the political dimensions of our thinking can be justifiably separated. This course satisfies the General Education requirement in Social Inquiry. Prerequisite: Any 100-level philosophy course, any First-Year Seminar course taught by a member of the Philosophy Department, or consent. (Spring) **Goldblatt.4**

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Any 100-level philosophy course, any First-Year Seminar course taught by a member of the Philosophy Department, or consent. (Spring) **Staff. 4**

Political Science

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Usually taught by more than one instructor each semester, the specific content of this course varies somewhat by section. Professor Buell focuses on the Congress, presidency, and judiciary and makes extensive use of the Federalist papers and selected Anti-Federalist writings to highlight enduring issues in the origins, development, and operations of the republic from the founding to the present. Professor Djupe takes a holistic approach to American politics, introducing the American social and political context, institutions, significant political actors, and policy outputs. Open to all students, this course meets the Lugar program requirements. **Buell, Djupe. 4**

205—INTRODUCTION TO CONCEPTS IN POLITICAL PHILOSOPHY. This course is designed to introduce students to normative political theory by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from normative philosophical foundation. (Pending approval).
Steinberg. 4

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries — United Kingdom, France, Federal Republic of Germany — the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

222—COMPARATIVE POLITICS OF DEVELOPING NATIONS. This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Pletcher. 4**

303—THE DEVELOPMENT OF POLITICAL THOUGHT — FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also to determine the impact of traditional political ideas on contemporary political thought and practice.
Steinberg. 4

304—THE DEVELOPMENT OF POLITICAL THOUGHT — MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on the influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

Course Offerings — Electives

Students should consult current departmental course guides and departmental sections of this catalog to determine currently available courses. Electives must be selected in consultation with a student's PPE adviser.

Physical Education

Larry Scheiderer, Director of Athletics, Physical Education and Recreation

Lynn Schweizer, Chairperson and Associate Director of Athletics, Physical Education and Recreation

Associate Professors Sara Lee, Gregg Parini, Lynn Schweizer; Assistant Professors Michael Caravana, Pan Fanaritis, Wendy Figgins, Nicholas Fletcher, Brian Hortz, Emily Krause, Bill Lee, Gail Murphy, Rob Russo, Eric Winters

Departmental Guidelines

Through the unique contribution of the programs of the Department of Athletics, Physical Education and Recreation, our mission is to provide men and women the opportunity for growth and development in their intellectual, physical and social lives. The Physical Education major is committed to providing students with the knowledge

and skills necessary to provide future generations with the opportunity to improve their physical and mental well-being through programs of athletics, physical education and recreation.

All 100-level Physical Education activity classes/intercollegiate sports are offered for S/U credit. A student may count toward graduation no more than four credits for participation experiences that are credited S/U, unless such credits in excess of four are required for the student's major or minor.

One- and two-credit hour activity courses are offered for 14 weeks during the 1st and 2nd semester. Seasonal sport activities are offered for 7 weeks each quarter for 1/2 credit.

The Physical Education Major

A student majoring in Physical Education must complete the core courses Phed 172, 344, 438 and 439. The student must also elect one of the following concentrations and complete the courses listed by each.

Coaching Concentration: Required courses: Phed 172, 340, 344, 350, 375, 429, 430, 438, 439, Psych 200

Elective courses: Two courses from Phed 315, 320, 325, 328, 345

Sports Management Concentration: Required courses: Phed 172, 344, 350, 429, 430, 438, 439, Econ 190, Psych 200 and 230

Elective courses: Two courses from Phed 315, 320, 328, 340, 345

Athletic Training Concentration: Required courses: Bio 251, Phed 172, 204, 325, 340, 344, 345, 350, 420, 421, 435, 438, 439, 441

Students interested in pursuing a concentration in Athletic Training must contact the educational program director, Eric Winters, to obtain information about the admission process. The American Medical Association recognizes Athletic Training as an Allied Health Profession and Denison is currently seeking accreditation from the Commission on the Accreditation of Allied Health Education Program. The mission of our program and the National Athletic Trainers' Association is to enhance the quality of health care for athletes by working closely with physicians and other allied health professionals. Before a student athletic trainer can practice athletic training as a professional, the student must pass the national certification exam.

Teaching Concentration: Students interested in State of Ohio Teaching License should consult with the chairpersons of the Education and Physical Education departments. The students may pursue a teaching license in grades P-12 in the following areas: Physical Education, Health Education or Physical Education and Health (dual licensure in both). Refer to the Education Department guidelines as described in the Education section of this catalog. Application to the Teacher Education Program should be made as soon as possible after the first semester of the first year.

The Physical Education Minor

The department offers the following minors:

Coaching Minor: The student must take Phed 172, 340, 350, 375. Electives: 4 courses from 300-400 level courses, and Phed 204.

Sports Management Minor: The student must take Phed 172, 350, 430; Econ 190, Psych 230. Electives: 3 courses from 300-400 level courses, and Phed 204.

Sports Medicine Minor: The student must take Phed 172, 340, 344, 345, 350, 438,

439 and 441. Normally, this minor would give students the opportunity to pursue pre-physical therapy or sports medicine in graduate school.

Course Offerings

Physical Education activity classes that are 1/2 credit meet on a quarterly system based on two seven-week quarters each semester. All 100 level Physical Education courses will be graded on satisfactory/ unsatisfactory basis.

100—INTRODUCTORY TOPICS IN PHYSICAL EDUCATION. A general category used only in the evaluation of transfer credit.

106—SWIM FOR FITNESS. This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquatic conditioning. After completing this course, the participant will have the knowledge necessary to organize a personal conditioning program for lifetime fitness. The student should have a basic skill level in swimming. Offered 4th quarter, spring semester. **Staff. 1/2**

120—GOLF. For players on every level. An introduction to the techniques and rules required for participation in the sport of golf. Offered first quarter, fall semester and fourth quarter, spring semester.. **Staff. 1/2**

122—TENNIS. For players on every level. An introduction to the techniques and rules required for participation in the sport of tennis. Doubles and singles strategy along with court etiquette will be taught. Offered first quarter, fall semester or fourth quarter, spring semester. **Burling. 1/2**

131—RACQUETBALL. For players on every level. Safety glasses required. Review the basic skills of serving, forehand and backhand strokes. A variety of serves and kill shots are demonstrated. Strategy is discussed. The level of competition provides enrichment and self-satisfaction. Offered second quarter, fall semester and third quarter, spring semester. **Staff. 1/2**

151—INDOOR SOCCER. Students will learn the basic skills, rules and strategy, and apply them in game situations. Offered third quarter, spring semester. **Staff. 1/2**

158—FLOOR HOCKEY. Students will learn the basic skills, rules and strategy, and apply them in game situations. No previous experience necessary. Offered fourth quarter, spring semester. **Staff. 1/2**

160—LIFETIME FITNESS. This course will provide the students with exposure to five areas of health and physical education which can be utilized to lead a healthy and fit lifestyle. The five areas include: strength training, running, nutrition, swimming and aerobics. Offered fall and spring semesters. **Staff. 1**

161—STRENGTH TRAINING. Students will learn and practice the principles of progressive resistance exercise, with an emphasis on safety factors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions performed. Nutrition as it relates to strength training will also be covered. Offered fall and spring semesters. **Staff. 1**

162—SELF-DEFENSE. This course is for women to learn basic self-defense techniques to prevent sexual assault. Students will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives. Offered third quarter, spring semester. **Schipper. 1/2**

165—SELF-DEFENSE ADVANCED. This course is for women and is a continuation of 162. Students will gain more experience in basic self-defense strategies and techniques. In addition, we will address more complicated situations, covered only briefly in the first semester, such as fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Offered fourth quarter, spring semester. Prerequisite: 162 or equivalent. **Schipper. 1/2**

166—TAEKWONDO (SELF-DEFENSE). This is a basic level self-defense course in which students will learn the fundamental kicking and punching skills of Taekwondo. A large portion of the class will involve conditioning. Students will have the opportunity to complete testing and certification for different levels of belts. Offered second quarter, fall semester and third quarter, spring semester. **Staff. 1/2**

172—FIRST AID AND CPR. Students meeting the basic standards will receive American Red Cross certification in first aid and CPR. Offered second quarter, fall semester and fourth quarter, spring semester. **Krause, Schweizer. 1**

Varsity Sports: Students registering for varsity sports should contact the appropriate head coach well in advance of the season for information on pre-season conditioning, team requirements and practice times. All varsity sports will be graded on Satisfactory/ Unsatisfactory basis.

Men's Varsity Sports

180—BASEBALL.	Barry Craddock	1 cr.
181—BASKETBALL.	Bill Lee	1 cr.
182—CROSS COUNTRY.	Phil Torrens	1 cr.
183—FOOTBALL.	Nick Fletcher	1 cr.
184—GOLF.	Ted Barclay	1 cr.
185—LACROSSE.	Michael Caravana	1 cr.
186—SOCCER.	Rob Russo	1 cr.
187-1—SWIMMING.	Gregg Parini	1 cr.
187-2—DIVING.	TBA	1 cr.
188—TENNIS.	Peter Burling	1 cr.
189—INDOOR/OUTDOOR TRACK.	Pan Fanaritis	1 cr.

Women's Varsity Sports

190—BASKETBALL.	Sara Lee	1 cr.
191—SOFTBALL.	Wendy Figgins	1 cr.
192—FIELD HOCKEY.	Paula Soteriades	1 cr.
193—LACROSSE.	Stephani Brzezowski	1 cr.
194-1—SWIMMING.	Gregg Parini	1 cr.
194-2—DIVING.	TBA	1 cr.
195—TENNIS.	Peter Burling	1 cr.
196—INDOOR/OUTDOOR TRACK.	Pan Fanaritis	1 cr.
197—VOLLEYBALL.	Sara Lee	1 cr.
198—SOCCER.	Gail Murphy	1 cr.
199—CROSS COUNTRY.	Phil Torrens	1 cr.

201—RED CROSS LIFEGUARD TRAINING. This course is designed to certify students in CPR-PR, first aid and American Red Cross Lifeguard Training. Certification may qualify students for employment as a lifeguard at pools and camps. Offered third quarter, spring semester. **Staff. 2**

202—WATER SAFETY INSTRUCTOR. Successful completion of this course leads to American Red Cross Certification as a WSI. This course will certify students to teach a variety of swim courses including: Infant and preschool skills, beginning to advanced swimming skills, community water safety, basic water safety and water safety instructor aide. Prerequisites: 17 years of age, basic rescue skills, swim 50 yards of each of the following strokes: freestyle, backstroke, sidestroke, breaststroke, elementary backstroke, and swim butterfly 10 yards. Students will experience practice teaching of faculty/staff children. Offered fourth quarter, spring semester. **Staff. 2**

203—SKIN AND SCUBA DIVING. Successful completion of this course will lead to national certification as a YMCA Open Water Diver. Students must furnish mask, fins and snorkel, and field trip expenses. Prerequisites: above average swimming skills, good physical condition, free of chronic sinus or ear conditions and asthma. Offered spring semester. **Barclay. 2**

204—APPLIED ANATOMY AND PHYSIOLOGY. This course will provide an initial step toward understanding the function of the human body as well as reveal the anatomic organization and physiological processes by which humans function. This applied anatomy and physiology course will introuce the student to the basic structure and function of the human body while the interrelations between bodily systems is demonstrated. Students will discover these principles through a lecture format class that provides time for tactile learning. Students will be expected to complete multiple computer-simulated dissections. Offered spring semester. **Winters. 3**

299—INTERMEDIATE TOPICS IN PHYSICAL EDUCATION. A general category used only in the evaluation of transfer credit.

315—PRINCIPLES OF STRENGTH TRAINING AND CONDITIONING. This course will explore the scientific principles, concepts and theories of strength training and conditioning. The student will study the principles founded in the exercise sciences and examine how they can best be applied in designing effective and safe strength and conditioning programs. Offered spring semester **Fletcher. 4**

320—WOMEN IN SPORT. The course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women and sport from historical, psychological, sociological, physiological, political and philosophical perspectives. Cross listed with Women's Studies. Offered spring semester. **S. Lee. 4**

325—PSYCHOLOGY OF SPORT. This course will explore the theoretical and empirical research pertaining to the psychological determinants of athletic performance. Areas of interest will include the history of sport psychology, personality, motivation, goal setting, fundamental beliefs, anxiety, causal attribution, communication and intrateam dynamics. The culminating experience of the course will be a major paper in which the sudents will be expected to apply theory and research into a practical setting as they design a program to help improve some aspect of their athletic performance. Class includes a lab designed to be a setting in which students can gain field experience through the practical application of the theories of sport psychology. Offered fall semester. **Fanaritis. 4**

328—CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, HEALTH and SPORTS. This course will deal with the social, psychological, and ethical issues in physical education and sports. Topics to be covered will include: sexism, racism, children in sport, competition, social aspects of sports, high school and college sports and professional sports. All stages of physical education and sports will be included from recreational play to professional athletics. Offered fall semester. **Caravana. 3**

340—BASIC ATHLETIC TRAINING. This course is designed to present the basic concepts and principles of athletic training and first aid, including family safety. In addition to the 4 hours of class each week, the student will also participate in a unique 2-hour lab experience per week. Prerequisite: Consent of instructor. Offered fall semester. **Hortz. 4**

344—PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. Offered spring semester. **Staff. 3**

345—NUTRITION. This course is designed to present the foundation of nutrition as it relates to physical education, athletics and the active population. The student will study the physiological processes involved in nutrition, as well as healthy eating habits, nutritional programming, and the disorders involved in the nutritional realm. Prerequisite PE 344, Personal and Community Health. Not offered 2001-02. **Staff. 4**

350—PRACTICUM IN PHYSICAL EDUCATION. Through practical experience the Physical Education major/minor will deal directly with the specific area of concentration within the major/minor. Offered fall and spring semesters. **Staff. 1-4**

350-20—PRACTICUM IN TEACHING PHYSICAL EDUCATION. This course is open to majors/minors in their junior or senior year. The student will teach physical education classes to students from Welsh Hills School. Prior consent of the instructor is required. Offered spring semester. **Staff. 3**

350-40—PRACTICUM IN COACHING SOCCER. Students will coach age group soccer to youth in grades 3-4 or 5-6. There are two practices each week and games played on Sunday afternoons. Must have prior soccer experience as a player or coach. This course is repeatable up to a total of 4 hours. Offered fall semester. **Schweizer. 2**

350-50—PRACTICUM IN COACHING FLAG FOOTBALL. Students will coach flag football to youth in grades 4-6. There are two practices during the week and games on Saturday mornings. Must have prior football experience as a player or coach. This course is repeatable up to a total of 4 hours. Offered fall semester. **Schweizer. 2**

350-60—PRACTICUM IN COACHING BASKETBALL. Students will coach basketball to youth in grades 4-5 or grades 6-8. There are two practices during the week and games on Saturday morning or Sunday

afternoon. Must have prior basketball experience as a player or coach. This course is repeatable up to a total of 4 hours. Course begins mid-November and runs through February. Credit offered spring semester. **Schweizer. 2**

350-70—PRACTICUM IN COACHING ICE HOCKEY. Students will help the Newark Ice Hockey Association (NIHA) coach ice hockey to area youth. There are two practices each week and games on Saturday or Sunday. Must have prior ice hockey experience as a player or coach. This course is repeatable up to a total of 4 hours. Course begins mid-November and runs through March. Credit offered spring semester. **Schweizer. 2**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

375—COACHING METHODS. This course will introduce students to the art and science of coaching. The student will see the principles of coaching as digested from the fields of sport psychology, sport pedagogy, and sport physiology and receive useful advice from the field of sport management. Offered spring semester. **Staff. 3**

420—THERAPEUTIC MODALITIES IN ATHLETIC TRAINING. This course is designed to present the foundation of therapeutic modalities in athletic training. Among the topics covered are inflammation, tissue repair, thermal agents, cryotherapy, hydrotherapy, ultrasound and electrical agents as they relate to the human body and the wound healing processes. Prerequisite PHED 204, 340. Offered fall semester. **Staff. 3**

421—THERAPEUTIC EXERCISE IN ATHLETIC TRAINING. This course is designed to present the foundation of therapeutic exercise in athletic training. Among the topics covered are range of motion, resistance exercise, stretching, joint mobilization and proprioception/kinesthesia as they relate to the human body and the restoration of function. Prerequisite: PHED 204, 340. Offered spring semester. **Staff. 3**

429—HISTORY, PHILOSOPHY AND PRINCIPLES OF PHYSICAL EDUCATION, HEALTH AND SPORT. This course is designed to present the foundation of Physical Education and Athletics through a study of the history of each. The student will study the relationships and the cultural, educational, economic and philosophical factors influencing the growth and development of Physical Education and Athletics. The student will study the source and data of principles of Physical Education and Athletics. Offered spring semester. **Schweizer. 4**

430—ORGANIZATION & ADMINISTRATION OF PHYSICAL EDUCATION, HEALTH & ATHLETICS. This course is designed to study the organization and administration of programs devised for each area and to consider the future directions which are probable, desirable, and achievable in physical education and athletics. Offered spring semester. **Murphy. 3**

435—ATHLETIC TRAINING ADMINISTRATION. This course is designed to disseminate knowledge unique to administration of health care within an athletic department as a whole. The course's content centers around topics such as medical documentation, medical legal issues, organization of physical examinations, emergency medical plans, health insurance, health care practice, as well as budgeting, facilities and employment issues facing health care practice. Not offered in 2001-02. **Scheiderer. 3**

438—EXERCISE PHYSIOLOGY. A study of the physiological processes involved in athletic performance including energy metabolism, neuromuscular concepts, cardiovascular aspects, physical training, nutrition, body composition and ergogenic aids. Prerequisite PHED 204. Offered fall semester. **Parini. 3**

439—KINESIOLOGY. A study of anatomical and mechanical fundamentals of human motion with the application of analysis to motor skills. Prerequisite Phed 204. Offered spring semester. **Hortz. 3**

441—ADVANCED ATHLETIC TRAINING. This course is designed to present the evaluation of athletic injury and illnesses, and principles for evaluation of athletic injury and illnesses. Prerequisite Phed 204, 340. Offered fall semester. **Winters. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Physics

Associate Professor C. Wesley Walter, Chair

Associate Professors Kimberly A. Coplin, C. Wesley Walter; Assistant Professors Steven D. Doty, N. Daniel Gibson, Lauren V. Jones

Departmental Guidelines

The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics and Astronomy are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in engineering, medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

For off-campus research opportunities in Physics, see the Oak Ridge Science Semester listed elsewhere in this catalog.

Major in Physics

A student desiring to major in Physics, or Physics with a concentration in Astronomy, Geophysics, or in related fields, should consult early with a member of the Department. The minimum requirements for the major in Physics qualifying for the B.A. degree include, in addition to the introductory sequence, 125, 126, 127, completion of 200, 211, 305, 306, 312p or 312g, two semesters of 400, and the comprehensive experience, consisting of a comprehensive examination and an independent research project. (Students who have taken Physics 121-2 should consult with the chair about requirements.) All majors are required to complete four courses in the Department of Mathematical Sciences at the introductory calculus level and above (Math 123, 124, 222, 351). Students wishing to qualify for the B.S. degree must take two additional physics courses, 330 and one course from among 220, 320, 345, 405, and 406. Majors normally are expected to become proficient in computer programming and data processing.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B.S. degree in Physics, and to take a total of at least six courses in the Department of Mathematical Sciences. Two or more courses taken in other science departments (Biology, Chemistry, Geology) are desirable.

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 125, 126, 127, 211, 305, 306, 312g, Mathematical Sciences 123, 124, 351, and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult with the Physics and Geology chairpersons not later than their sophomore year.

Minor in Physics

A minor program in Physics is designed to be flexible and to complement the student's major program. The student, in consultation with the Physics and Astronomy Department, will develop a minor program which will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include: Physics 125, 126, 127, and Mathematics 123 and 124. (Students who have taken Physics 121-2 should consult with the chair about requirements.) In addition, three courses at the advanced level (200 and above) in Physics will complete the minor requirement. One of the three courses shall include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind. In addition to these requirements, a final culminating experience will be designed by the Department and the student. As an example, if the student's major requires a comprehensive exam, then additional questions from Physics might be included which would tend to integrate or connect the two disciplines. Another possibility might include an interdisciplinary research that bridges the major and minor areas.

Engineering

Denison offers the opportunity to study engineering via "three-two" dual degree programs undertaken in cooperation with leading schools of engineering. Students interested in these programs should consult early with Professor Doty. Additional details can be found in this catalog under "Pre-Professional Programs."

Safety Glasses

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page 199 of this catalog.

Course Offerings

100—CURRENT TOPICS IN PHYSICS. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as energy and the environment. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. **Staff. 4**

121-122—GENERAL PHYSICS. This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes an introduction to the Physics of the 20th century. Four lectures and one two-hour laboratory each week. Safety glasses required. Prerequisite: Math 121 or 123 or concurrent. **Staff. 4**

125—QUARKS TO COSMOS: FRONTIERS OF CONTEMPORARY PHYSICS. This course is designed for first-year students who intend to major in physics or pre-engineering. The goal of Physics 125 is to stimulate interest in physics by exposing students to topics that are at the current frontiers of physics and to help students develop quantitative reasoning and analytical skills that are necessary for further study in physics. Topics possibly covered include relativity, particle physics, cosmology, QED, and basic quantum mechanics. The course is intended to help students make a smooth transition from high school math and physics courses to our Principles of Physics course (126-127). Fall semester. Prerequisite: Math 123 concurrent. **Staff. 4**

126-127—PRINCIPLES OF PHYSICS. This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course is also appropriate for those majoring in other physical sciences (see also Physics 121-122). Four lectures and one two-hour laboratory each week. Safety glasses required. 126 - Spring semester. Prerequisite: 125, Math 124 or concurrent. 127 - Fall semester. Prerequisite: 126 **Staff. 4**

199—INTRODUCTORY TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

200—MODERN PHYSICS. A quantitative study of topics in modern physics including special and general relativity, atomic and nuclear physics, molecular and solid state physics, with particular emphasis on analytical techniques. Spring semester. Prerequisite: 122 or 127, Math 222 or concurrent. **Staff. 4**

211—ELECTRONICS. A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Spring semester. Prerequisite: 122 or 127 or consent. **Staff. 4**

220—GEOMETRICAL AND PHYSICAL OPTICS. A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122 or 127. (Offered Spring, 2003) **Staff. 4**

299—INTERMEDIATE TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

305—CLASSICAL MECHANICS. A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Fall semester. Prerequisite: 200, Math 351 or concurrent. **Staff. 4**

306—ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation. Spring semester. Prerequisite: 305 or consent. **Staff. 4**

312p—EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Fall semester. Prerequisites: 122 or 127, 211 recommended. May be repeated once for credit. Safety glasses required. **Staff. 4**

312g—GEOPHYSICS LABORATORY. A course offered jointly by the departments of Physics and Geology in the theory and practice of geophysical research with emphasis on the understanding and use of present-day research instrumentation. Fall semester. Prerequisites: 122 or 127, 211; Geology 111 or consent. Safety glasses required. **Staff. 4**

320—THERMODYNAMICS. Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 127. (Offered Spring, 2002) **Staff. 4**

330—INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305, 306 or consent. **Staff. 4**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: 122 or 127 or consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

400—SEMINAR. Current topics in physics. May be repeated. **Staff. 1**

405—ADVANCED DYNAMICS. A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. **Staff. 3**

406—ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. **Staff. 3**

451-452—SENIOR RESEARCH. Prerequisite: 312 or consent of chairperson. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Prerequisite: 312 or consent of chairperson. **Staff. 4**

470—TEACHING METHODS IN PHYSICS. This course is designed to provide an understanding of the basic methods used to teach physics. This course is primarily for those majoring in physics, astronomy and pre-engineering. One-hour laboratory each week. Prerequisite: 122 or 127. Consent only. **Staff. 1**

Political Science

Associate Professor Andrew Z. Katz, Chair

Professors William J. Bishop, Emmett H. Buell, Jr., Eloise Buker, Jules Steinberg;
Associate Professors James R. Pletcher, Andrew Z. Katz;
Assistant Professor Paul A. Djupe

Departmental Guidelines

This applies to the class of 2004 and those following (see department for requirements for classes 2002-03).

Major in Political Science

A student majoring in Political Science is required to take nine courses distributed in the following manner:

1. At least one course, at either introductory (200) or advanced (300) level in each of the following subfields:
    a. American politics;
    b. political theory;
    c. comparative politics/international relations;
2. POSC 212: Analyzing Politics (methods); this course cannot fulfill a subfield distribution requirement;
3. A senior seminar in either the junior or senior year; seminars cannot fulfill a subfield distribution requirement.

In addition, the following rules apply:

4. No more than three 200-level courses will count toward the major (not including POSC 212);
5. Neither directed study nor independent study courses may be used to fulfill major requirements;
6. The two-semester senior research sequence counts as ONE course for the major.

Minor in Political Science

A student minoring in Political Science is required to take six courses distributed in the following manner:

1. At least one course, at either introductory (200) or advanced (300) level in each of the following subfields:
    a. American politics;
    b. political theory;
    c. comparative politics/international relations;
2. POSC 212: Analyzing Politics (methods); this course cannot fulfill a subfield distribution requirement.

In addition, the following rules apply:

3. A senior seminar is not required for minors; however, if a seminar is taken it cannot fulfill a subfield distribution requirement;
4. No more than two 200-level courses will count toward the minor (not including POSC 212);
5. Neither directed study nor independent study courses may be used to fulfill minor requirements.

The Richard G. Lugar Program in Politics and Public Service

This is a program for students interested in the workings of the national government and in the making of public policy. Enacted by the faculty in its October 1994 meeting, the program is named after Senator Richard G. Lugar of Indiana, a 1954 graduate, Rhodes Scholar and Denison Trustee.

Inspired by Senator Lugar's legacy of academic excellence, distinguished record of public service, and prominent role in American foreign policy, the program is offered to interested students of varying majors. To be certified as a "Lugar student," one must complete four courses in American political institutions and U.S. foreign policy, undertake a congressional internship during the academic year or *May Term,* and contribute to a senior-year discussion of the program's influence on present knowledge and future aspirations.

Core Courses

The course requirements for the Lugar program have been intentionally limited to four in order to interest sudents of varying backgrounds and majors. We encourage majors in economics, sociology, communication and other disciplines to apply. Political Science students may easily fit the Lugar requirements into their major. Participants must take four of the seven courses listed below: The 319 course on Congress must be taken prior to the congressional internship; one of the three remaining courses must be on U.S. foreign policy, whether 358 or 359. The specific courses are:

Political Science 202: American Political Behavior and Institutions

Political Science 315: American Public Policy

Political Science 319: The Politics of Congress

Political Science 320: The American Presidency

Political Science 321: Selecting the President

Political Science 358: Foreign Policy Formulation

Political Science 359: The Conduct of American Foreign Policy

The Political Science Department participates in the interdepartmental major in Philosophy, Politics and Economics (PPE) found on page 140 . The department also participates in the interdisciplinary International Studies program found on page 108.

Course Offerings

Introductory Courses

199—INTRODUCTORY TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Usually taught by more than one instructor each semester, the specific content of this course varies somewhat by section. Professor Buell focuses on the Congress, presidency, and judiciary and makes extensive use of the Federalist papers and selected Anti-Federalist writings to highlight enduring issues in the origins, development, and operations of the republic from the founding to the present. Professor Djupe takes a holistic approach to American politics, introducing the American social and political context, institutions, significant political actors, and policy outputs. Open to all students, this course meets the Lugar program requirements. **Buell, Djupe. 4**

203—SELECTED TOPICS IN POLITICAL SCIENCE. This course permits the investigation of significant political problems at the introductory level, and will vary in content according to the interest of the instructor. **Staff. 4**

204—INTRODUCTION TO AMERICAN POLITICAL THOUGHT. An introduction to the different theoretical dimensions characteristic of American political experience. Emphasis will be placed on examining the meaning of American constitutionalism, exploring the development and transformation of American liberalism and conservatism, analyzing the relationship between theories of democracy and elitism, and interpreting the historical development and transformation of American capitalism. **Steinberg. 4**

205—INTRODUCTION TO CONCEPTS IN POLITICAL PHILOSOPHY. This course is designed to introduce students to normative political theory by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from normative philosophical foundation. **Steinberg. 4**

212—ANALYZING POLITICS. This course introduces students to the discipline of political science as a bridge to upper level courses. Basic definitions, fundamental concepts, and various approaches used in the empirical study of politics are discussed. The course acquaints students with how political scientists think about studying society and provides a basis for more sophisticated research and understanding of empirical political theory, as well as skills for systematically analyzing political and social issues. Students will explore and use statistics and quantitative methods in the lab to address substantive research questions. **Djupe. 4**

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries — United Kingdom, France, Federal Republic of Germany — the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

222—COMPARATIVE POLITICS OF DEVELOPING NATIONS. This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Pletcher. 4**

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course provides an introduction to both the language used to describe international politics and the ways relationships between actors on the world stage may be analyzed. Relying on history and contemporary events to illuminate key concepts, we cover the causes of war and peace, the role of economics in international affairs, and the place of morality in statecraft. This course is recommended for advanced study in the areas of international relations and foreign policy. **Pletcher, Katz. 4**

299—INTERMEDIATE TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

Upper Division Courses

302—THE DEVELOPMENT OF POLITICAL THOUGHT — ANCIENT. An introduction to classical Greek moral and political discourse and experience. Particular attention will be given to the moral and political reflections of Socrates, Plato, and Aristotle. The objective of the course is to understand classical Greek moral and political philosophy in terms of its particular historical and cultural contexts, as well as attempting to examine the possible relevance of the writings we shall investigate to contemporary moral and political thought and experience. **Steinberg. 4**

303—THE DEVELOPMENT OF POLITICAL THOUGHT — FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also try and determine the impact of traditional political ideas on contemporary political thought and practice. **Steinberg. 4**

304—THE DEVELOPMENT OF POLITICAL THOUGHT — MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on the influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

307—FEMINIST THEORY: GENDER JUSTICE. This course examines various ways of understanding gender by looking at a variety of theories or philosophical perspectives within feminist thought. The emphasis upon justice is an emphasis upon developing concrete proposals to move us closer to justice for men and women in both the private and public realm -- the world of politics which includes work and governance. **Buker. 4**

308—POLITICS OF THE THIRD WORLD. This course explores the politics of developing countries of Asia, Africa, and Latin America in their historical socioeconomic contexts. The goals of the course include familiarizing students with the details of politics in selected countries and understanding important concepts of political science by applying them to the case study countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. No prior knowledge of the developing world is required. However, students will be expected to identify and analyze issues germane to the developing world, read and critique systematically, form and defend arguments and opinions, conduct independent library research, pose researchable questions, and discuss readings and research findings in class. **Pletcher. 4**

309—POSTMODERNISM AND PUBLIC POLICY. This course will explore post modernism, a new area of inquiry that focuses on how language and culture construct our understanding of ourselves, our public political life and our moral codes. Students will read key texts in this area to understand how the "self" has been constructed in Western tradition and to critically evaluate the new postmodern ways of thinking and

methods of analysis. Students will be encouraged to use postmodernism to examine and develop current public policies. **Buker. 4**

310—DEMOCRACY FOR ALL? RACE/ETHNICITY AND GENDER IN AMERICA. The course will examine different theories of a democractic system which have been proposed by American scholars who have responded to the issues raised by those concerned about the opportunity for women and minorities to participate as full citizens in the American system. The focus on current democratic theories will examine models of democratic institutions for nation state governance and for governance in daily life institutions such as the family, school, workplace and local communities. Students will be encouraged to reflect on their own models of responsive and ethically responsible democractic practices. **Buker. 4**

311—POLITICAL ORGANIZATION IN THE U.S. "Democracy is unthinkable save in terms of the parties." Yet, some, iacluding the Founding Fathers, have been less sure of Schattschneider's truism, warning of the mischiefs of faction. Political organization, however, by most accounts has been the engine and structure of American democracy throughout its two centuries. Parties, interest groups, and social movements have formed and acted to create and insure that American democracy truly is of, by, and for the people. In the course, we will investigate the formation, maintenance, and death of political organization, the effectiveness and representation nature of political organizations, the strategies and resources of organizations, as well as recent challenges by such factors as increased individualism, media, technology, and money. Organizations considered may include: the Republican, Democratic, and third parties; major interest groups such as the Sierra Club, AARP, NRA, Christian Coalition, Chamber of Commerce, and unions; and social movements such as the women's, civil rights, and Christian conservative movements. **Djupe. 4**

312—RELIGION AND POLITICS IN THE U.S. This course offers an intensive analysis of the many connections between the American religious and political systems. Students will first consider religion's historical role in shaping American political culture. Other topics to be covered include the constitutional relationship between church and state, the religious dimensions of American political behavior, religious influences on political institutions and decision makers, religious interest group activity and its impact on public policy, and the salience of religious factors in contemporary politics. **Djupe. 4**

313—AMERICAN POLITICAL BEHAVIOR. This course focuses on the involvement of the public in American political processes. We will address such questions as: Why do citizens vote? For whom do they vote? How else do citizens involve themselves in the political process and why? What does the public think about political issues? What forces can change the nature, concerns, and behavior of the electorate? What are the prospects for a workable participatory democracy in America? The course is geared toward the conduct of statistically-based research on substantive problems in American political behavior. **Djupe. 4**

315—AMERICAN PUBLIC POLICY. This course is designed to explore issues in U.S. public policy through the use of various tools of analysis and evaluation to assess the process and outcomes of policy-making. Emphasis will be placed on understanding American policies, such as education, welfare, defense, health, energy, environmental protection, crime, and equal opportunity from within political, rational, and ethical perspectives. Each student will research and evaluate or design a public policy of their choice. The course may include an internship experience requirement. This course meets the Lugar program requirements. **Djupe. 4**

317—WOMEN AND AMERICAN POLITICS. This course will begin an analysis of women and American politics by starting with an examination of the women's movement from 1776 through contemporary political activity. The course will then turn to an examination of women's participation in governmental institutions especially Congress and the Executive Branch. The third portion of the course will focus on women and public policy. **Buker. 4**

319—THE POLITICS OF CONGRESS. This course focuses on the importance of bicameralism, congressional party leadership, the committee system, the oversight function, legislative process, congressional elections, and divided versus same-party government. Open to all desiring to learn more about Congress, this course must be taken by Lugar program students prior to undertaking a congressional internship. Political Science 202 is a prerequisite for taking this course. This course meets the Lugar program requirements. **Buell. 4**

320—THE AMERICAN PRESIDENCY. This course focuses on the origins, development and exercise of presidential powers; the character, rhetoric and policies of individual presidents; and the evolution of a powerful executive branch consistent with the expansion of federal responsibilities. Presidential selection (presidential nominating politics, general election campaigns and the electoral college) is covered in Political

Science 321. Unless the instructor's permission is obtained, Political Science 202 is a prerequisite for taking this course. The course counts towards fulfillment of Lugar program requirements. **Buell. 4**

321—SELECTING THE PRESIDENT. Divided into three parts, this course deals with party nominations of presidential candidates, general election campaigns, and ratification of the general election outcome by the electoral college. We spend most of our time on presidential nominating politics, beginning with the history of presidential nominations from what the founders intended to the front-loaded, primary-dominated, media- and money-driven system currently in use. Some of the topics examined in depth include scheduling of presidential primaries and caucuses, campaign finance, media coverage of campaigns, divisive primaries, the national nominating convention, voting behavior in primaries and in the general election, and the perennial debate between critics and defenders of the electoral college. When possible, the course includes direct observation of candidates and campaigns. No prerequisites. This course counts towards fulfillment of Lugar program requirements. **Buell. 4**

322—POLITICS OF RUSSIA. A course focused on the Russian and other peoples that constituted the former Soviet Union. The course will analyze the development of politics from the 1917 Russian Revolution to the present. The central conceptual questions will concern modernization, nation and national identity, as well as the development and evolution of political and economic institutions. Much of the course will concern the transition from the Stalinist political and economic order since 1985. **Bishop. 4**

323—POLITICS IN EASTERN EUROPE. A course that examines politics in East Central Europe since 1945, with a brief look at politics before 1945. Poland, Czech and Slovak Republics, Hungary, the successor states to Yugoslavia, Bulgaria, Romania and Albania will all be discussed. There will also be some discussion of the European successor states of the former Soviet Union. Major course themes will be development from peasant societies to industrial/post-industrial societies, ethnicity, the effects of outside forces and powers, and communism. Finding democracy, prosperity, ethnic peace, and a place in the emerging European configurations will inform a look at the prospects for each of the states in the region. **Bishop. 4**

324—POLITICS OF SUB-SAHARAN AFRICA. This course explores contemporary issues of political systems of Africa from a variety of theoretical perspectives. These issues discussed include: political stability, democracy, economic development, and structural adjustment. No prior knowledge of Africa is required, but students should be prepared to read detailed analytic and historical texts and apply their insights to contemporary problems. **Pletcher. 4**

326—AMERICA IN VIETNAM. The seminar will illuminate the key controversies of the Vietnam experience and trace their persistence in American politics, foreign policy and military strategy. The course will trace the development of U.S. military and diplomatic policy regarding Vietnam, assess the various lessons attributed to the Vietnam experience, and consider how application of these lessons has altered American's attitudes toward interventionism. **Katz. 4**

327—THE MIDDLE EAST IN WORLD AFFAIRS. The purpose of this course is to acquaint students with the political history, international significance and dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of its disputes, and petroleum, the Middle East is a region of vital importance to international politics. During the semester, we will examine the role politics in the Middle East has played in world affairs, and assess the future of the region as a crucial part of the international system. **Katz. 4**

328—POLITICS OF THE GLOBAL ENVIRONMENT. This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed (or not addressed) by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required, however, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **Pletcher. 4**

333—WOMEN AND POLITICAL LEADERSHIP. The course will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United States. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics and responsibility for self and others. About one-third of the course will involve introducing

students to the logic of empirical inquiry – especially qualitative methods – so that they can design a leadership project that will involve the empirical study of leaadership. Students will read biographies and autobiographies – many of them about or by women – to examine leadership in concrete situations, to develop their understanding of politics. The course will focus on women and political leadership. **Buker. 4**

350—THE SUPREME COURT AND THE POLITICAL PROCESS. This course examines the profound importance of the U.S. Supreme Court in American politics. Contrary to Alexander Hamilton's assurances in *Federalist 78*, the Court has profoundly affected the strength, wealth, and development of American society through its exercise of "mere judgment." In this connection we study the landmark decisions of each phase in the Court's history, note the great battles between Franklin D. Roosevelt and conservative justices on the "Old Man's Court," and revisit the issues in some of the Court's most controversial rulings. Political Science 202 is helpful but not required. This course meets the Lugar program requirements. **Buell. 4**

355—INTERNATIONAL POLITICAL ECONOMY. The purpose of this course is to explore different theoretical approaches to international politics and economics. The course will focus on U.S. foreign policy in the post-war international system, issues of trade and finance, and the impact these have had upon the problems of developing societies. Students are expected to bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analytic reasoning and persuasive argumentation. **Pletcher. 4**

356—PROBLEMS OF EUROPEAN SECURITY SINCE 1945. An examination of the evolving problems of European security since 1945. An intensive examination of the period from the defeat and occupation of the Axis powers to the collapse of communism and the Soviet Union and beyond. Threats to security, the various approaches to achieving security, military balances, nuclear weapons, alliances and alliance tensions are all major topics. Balancing German, United States, and Russian power in Europe and the ability of Europe to act collectively are the central themes of the course. Security problems stemming from the collapse of the former Yugoslavia and the Soviet Union will get appropriate treatment. **Bishop. 4**

357—RUSSIAN FOREIGN AND MILITARY POLICY. This course will deal with the behavior of the Russian state in world politics. The policy problems of the post-1945 era will form the core subject matter of the course. Russian-American relations, Russian relations with Europe, East and West, as well as Russian policies with reference to the Middle East, South and East Asia will be discussed. In addition arms control and international security policy as well as the internal constituencies involved in policy-making will also be dealt with in detail. **Bishop. 4**

358—FOREIGN POLICY FORMULATION. This course provides an assessment of the domestic factors responsible for the formulation of U.S. foreign policy. We will examine four categories of internal sources that impact on the response of the United States to external phenomena. Topics for analysis include: the Consitutional separation of powers, bureaucratic politics, the psychology of decision makers, as well as societal sources such as interest groups, public opinion and the media. This course meets the Lugar program requirements. **Katz. 4**

359—THE CONDUCT OF AMERICAN FOREIGN POLICY. We will explore the evolution of U.S. foreign policy from the beginning of the Cold War through the present. The course will focus on the responses of successive American administrations to perceived, potential and actual threats to U.S. national interests. Emphasis will be on the development of the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment during the post-Vietnam and post-Cold War periods. This course meets the Lugar program requirements. **Katz. 4**

370—IMPORTANT PROBLEMS IN THE STUDY OF POLITICS. This course permits the investigation of significant political problems in considerable depth, and will vary in content according to the interests of the instructor. **Staff. 4**

371—WOMEN AND DEVELOPMENT. The focus of this course will be on three interrelated issues: (1) the current state of development theory and practice and the ways in which women are included and/or impacted, (2) feminist critiques and approaches to conceptual issues involved in development and specific project implementation, and (3) an evaluation of specific development policies and projects in terms of their impact on women and national development goals. Through the investigation of development theory, development policy and the impacts of specific projects in culturally specific contexts -- primarily sub-Sarahan Africa, the Asian sub-continent and Latin America -- students will have the opportunity to grapple with the meanings of development globally, nationally and locally. By focusing on development theory, policy and

practice, students will have the chance to look at the opportunities and constraints inherent in the myriad of policies and practices known as "development" from multiple perspectives of theorists, practitioners and participants. **Ranchod-Nilsson. 4**

399—ADVANCED TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

401-402—SENIOR SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 4**

Special Topics

361-362—DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 3-4**

363-364—INDEPENDENT STUDY. Written consent. **Staff. 3-4**

451-452—SENIOR RESEARCH. Written consent. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Written consent. **Staff. 4**

Psychology

Associate Professor Frank Hassebrock, Chair

Professors Harry Heft, Rita Snyder, Samuel J. Thios; Professor Emeritus Donald G. Tritt; Associate Professors Gina A. Dow, Frank Hassebrock, Susan L. Kennedy, David P.J. Przybyla, L. Kaye Rasnake; Assistant Professors Douglas Cody Brooks, Sharon S. Hutchins, Sarah Hutson-Comeaux, Marci McCaulay; Adjunct Assistant Professor Jeffrey W. Pollard

Departmental Guidelines

Some of the major goals of our course offerings in the Department include:

☐ Presenting overviews of contemporary psychology, thus providing students with a sense of what psychologists do;

☐ Stimulating interest and curiosity about human and animal phenomena;

☐ Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, the role of prejudice in society, and conformity;

☐ Developing an understanding of the nature of scientific inquiry and methodology;

☐ Facilitating and encouraging the discovery of connections between psychology and other disciplines. Some examples of the connections include concerns of psychology and biology (e.g., neuroscience), psychology, computer science, and philosophy (e.g., cognitive science), the psychological questions raised in literature, and psychological assumptions in political and economic theories;

☐ Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

Major in Psychology

The first priority for all majors should be to obtain a firm foundation in the basic topic

areas of psychology and in research methodologies. For this reason, psychology majors are urged to select a broad range of courses in addition to those offerings that are particularly relevant to their primary interests. Students of psychology should aim for both breadth and depth of knowledge in the discipline. The requirements for a major in psychology at Denison are relatively flexible in order to provide students with the opportunity to select those courses and experiences that best complement their personal goals. At the same time, however, the flexibility of these requirements requires that psychology majors work closely with their academic advisers to develop an appropriate plan of study.

Degree Alternatives: The B.A. and the B.S.

Students may obtain either a Bachelor of Arts degree (B.A.) or a Bachelor of Science degree (B.S.) in psychology at Denison University.

The *B.A. in Psychology* requires *38-semester hours* (beginning with the Class of 2003) of credit in Psychology. Required courses include:

a. General Psychology (100) (4 hours);
b. Research Methods in Psychology (200) (4 hours);
c. History and Systems of Psychology (410) (4 hours);
d. Two Psychology Research Courses; Research courses must be taken concur rently with their accompanying lecture courses (4 hours each). The FIRST research course must be a 200 level course (3 hours); the SECOND will be a 300 level course (3 hours).

200 Level Courses	**300 Level Courses**
(211) Child and Adolescent Development: Research	(311) Psychology of Learning: Research
(216) Adult Development and Gerontology: Research	(316) Psychology of Language and Thought: Research
(221) Social Psychology: Research	(331) Cognitive Psychology: Research
(226) Environmental Psychology: Research	(341) Sensation and Perception: Research
(231) Industrial/Organizational Psychology: Research	(351) Physiological Psychology: Research
(241) Research in Personality	
(251) Abnormal Psychology: Research	
(271) Health Psychology: Research	

e. One Seminar course (4 hours) *effective for the class of 2002*
f. Two additional electives (8 hours) selected from regular course offerings. Normally, Senior Research (451-452), Individual Work for Honors (461-462) and Directed Studies (361-362) *will not* count toward the 38-hour minimum requirement.

The *B.S. in Psychology* requirements *(beginning with the Class of 2003)* include the same requirements noted for the B.A. degree *and the following:*

a. An Additional Psychology Research Course (A total of three Psychology Research courses, each with its accompanying lecture course, is required—one each from the 200 level and 300 level groupings as required for all Psychology majors and the third selected from either the 200 level or 300 level group);

b. Statistics for Behavioral Sciences (370);

c. FOUR courses in the Natural Sciences (outside of the Psychology Department). This can be accomplished by taking TWO courses in TWO different departments or all FOUR may be in the same department. All courses must be courses that meet requirements for the major in that department.

Beyond the degree requirements, the minimum credit hours necessary for the B.A. or B.S. can be obtained by selecting additional lecture courses and lecture-research courses as electives, by taking seminars (300, 4 credits), and through participation in the field experience course (202, 2 credits).

Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452). Departmental recommendations for honors will be made only if the eligible student has made significant contributions to the department beyond classroom performance.

The flexibility of these requirements places maximum responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics for Behavioral Science is helpful for many upper-level courses and is required for admission into most graduate schools, and either is a prerequisite for or must be taken concurrently with Psychology 451-452 (Senior Research). Also, the Graduate Record Examination is required for students applying to graduate schools, and careful course selection is important to insure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses in the natural sciences, computer science, and foreign languages, as well as opportunities to become involved in research activities in the department (for example, Directed Study, Senior Research, Research Assistant, etc.) All students are encouraged to work closely with their advisers in developing an appropriate program in the major.

Minor in Psychology

Students with a major in one of a number of departments will find a minor in psychology to be a significant contribution to their education. In order to best complement the major area of study, students should carefully select those psychology courses that have the most direct relevance to the major. These choices should be made in consultation with the academic adviser, as well as a member of the psychology faculty. A psychology minor requires 27 semester hours of credit in psychology. The required courses are:

General Psychology (100) 4 credits
Research Methods (200) 4 credits
One 200-level research course taken concurrently with its accompanying lecture course (7 credits)
Electives, 12 hours

The specific courses that fulfill the lecture and research courses are listed above.

Course Offerings

100—GENERAL PSYCHOLOGY. A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, cognition, personality, individual differences, abnormal behavior, and brain and behavior. Lecture, research, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate in research conducted by the staff and advanced students, or to complete an equivalent assignment. 100 is a prerequisite for all other courses in the department. (Offered each semester.) **Staff. 4**

199—INTRODUCTORY TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

200—RESEARCH METHODS IN PSYCHOLOGY. An introduction to the principles and methods of psychological research and elementary statistical analysis. 200 is a prerequisite for all research courses. (Offered each semester). **Staff. 4**

202—FIELD EXPERIENCE IN PSYCHOLOGY. This course provides the opportunity to gain practical experience working with various agencies and schools where opportunities have been identified by the instructor. Graded S/U. This course may be taken a maximum of two times for a total of four credit hours with the following stipulations: (1) Only two credit hours will count toward the 38-hour requirement for a Psychology major; (2) If taken twice, the two field settings must be substantially different and approved by instructor in advance; Students are strongly encouraged to make arrangements with their field placement site prior to final registration. For details regarding this procedure, see the course instructor at the time of pre-registration. Consent for enrollment will be given only after the completion of all arrangements. **Staff. 2**

210—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development through adolescence. Topics covered include biological foundations, prenatal development, infancy, cognitive and language development, personality and social and emotional development, (including attachment, development of self concept, peer relations, gender differences), family and social policy issues, and developmental psychopathology. **Dow. 4**

211—RESEARCH IN CHILD AND ADOLESCENT DEVELOPMENT. Provides the student with research experience on problems of current interest in child and adolescent development. Must be taken concurrently with 210. **Dow. 3**

215—ADULT DEVELOPMENT AND GERONTOLOGY. This course examines the psychological development and change in adults from young adulthood through old age. Topics include theoretical perspectives, biological and physical changes, individual differences in health and disease, memory and intellectual performance, Alzheimer's disease, personality, gender and social roles, family and intergenerational relationships, friendships, sexuality, career development and work, caregiving, and death and dying. Implications for social programs and services, public policy, and careers and education in gerontology will also be examined. Social, ethnic, historical, and cultural contexts of aging will be considered throughout the semester. **Hassebrock. 4**

216—RESEARCH IN ADULT DEVELOPMENT AND GERONTOLOGY. Provides the student with research experience on problems of current interest in adult development. Must be taken concurrently with 215. **Hassebrock. 3**

220—SOCIAL PSYCHOLOGY. The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, non verbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and application of social psychology to the legal system. **Przybyla. 4**

221—RESEARCH IN SOCIAL PSYCHOLOGY. Provides the student with research experience on problems of current interest in social psychology. Must be taken concurrently with 220. **Przybyla. 3**

225—ENVIRONMENTAL PSYCHOLOGY. An examination of the relationship between the environment and psychological processes. Topics examined in this course include how the character and the design of our environments can affect psychological well-being, and how certain ways in which we perceive and think can constrain our efforts to comprehend and confront environmental problems. Other topics explored are early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes towards the natural environment. **Heft. 4**

226—RESEARCH IN ENVIRONMENTAL PSYCHOLOGY. Provides the student with experience in conducting field research. A variety of approaches are utilized including field experiments and naturalistic observation. Must be taken concurrently with 225. **Heft. 3**

230—INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. This course considers the application of psychological theory and methodology to problems of organizations and the functioning of individuals and groups within organizations. Topics include job analysis and job selection procedures, performance appraisal, leadership and motivation at work, job commitment and satisfaction, organizational change and organizational development. **Przybyla. 4**

231—RESEARCH IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. Provides the student with research experience on problems of current interest in Industrial/Organizational psychology. Must be taken concurrently with Psychology 230. **Przybyla. 3**

240—THEORIES OF PERSONALITY. Examines both historical and contemporary approaches to the study of personality and individual differences. Reoccurring questions regarding personality structure, development, and change over the lifespan are explored, with an emphasis on current research and debate in the field. **Hutson-Comeaux. 4**

241—RESEARCH IN PERSONALITY. Provides the student with research experience addressing problems of current interest in the study of personality. Must be taken concurrently with Psychology 240. **Hutson-Comeaux. 3**

250—ABNORMAL PSYCHOLOGY. The study of "psychopathology," its development, course and treatment. Emphasizing definitions of abnormality, problems with diagnoses and labeling, and ethical issues. **Rasnake. 4**

251—RESEARCH IN ABNORMAL PSYCHOLOGY. Provides the student with research experience on problems of relevance to abnormal psychology. Must be taken concurrently with Psychology 250. **Rasnake. 3**

260—HUMAN SEXUALITY. A survey of psychological, biological and sociological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexual coercion, sexually transmissible diseases, sexual dysfunction, and cancer and other diseases of the reproductive system. **Przybyla. 4**

270—HEALTH PSYCHOLOGY. The field of health psychology investigates the relationship between health and behavior. This course considers the role of health habits in the development of disease and the impact of psychological factors on the course of disease. In addition it explores the ways in which psychological principles can aid in the development of both individual and community interventions to prevent disease and promote health. Topics include: stress and illness, patient-provider relations, the management of pain and chronic illness, and the contribution of behavioral factors to cancer and cardiovascular disease. In addition, health enhancing and health compromising behaviors such as exercise, diet, and smoking will be examined. Social, historical and cultural factors associated with health will also be considered in this course. **McCaulay. 4**

271—RESEARCH IN HEALTH PSYCHOLOGY. This course provides the student with research experience on problems of current interest in health psychology. Must be taken concurrently with 270. **McCaulay. 3**

299—INTERMEDIATE TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

300—SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Typically, seminars include lecture/discussion and student presentations. **Staff. 4**

301—SEMINAR: PSYCHOLOGY OF WOMEN. This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake, Snyder. 4**

305—PSYCHOPHARMACOLOGY. This course begins with an overview of the ways in which psychoactive drugs work, including discussions of pharmacokinetics, pharmacodynamics, neuronal function and neurotrasmitters, dose-response functions, tolerance and sensitization and toxicity. Agonistic and antagonistic drug effects are then studied, including the specific ways in which neurotransmitters may be effected by such actions. In the second half of the course, specific drugs used in the treatment of psychological disorders are studied in detail, including drugs to treat anxiety disorders, clinical depression and schizophrenia. Finally, "recreational" drug use is examined, including discussions of alcohol and marijuana. Issues of drugs, society and behavior are emphasized throughout the semester. **Kennedy. 4**

310—PSYCHOLOGY OF LEARNING. An intensive survey of experimental research on fundamental emotional-cognitive processes of learning and memory, with a focus on how those processes manifest

themselves in, influence, and determine behavior. Theory, research, implications, and applications pertaining to the basic principles of behavior are covered. The course, and learning/ conditioning research traditionally, is distinctive and especially valuable because of the use of models to understand learning about biologically and emotionally-significant experiences. Unconscious learning and seemingly irrational reactions are considered in depth. Much of the course content is relevant to applied topics such as behavior modification, substance abuse problems, anxiety and depression, other behavior disorders, and education. **Brooks. 4**

311—RESEARCH IN PSYCHOLOGY OF LEARNING. Offers the student experience conducting research in and/or out of the learning laboratory, using a variety of methods. Some research requires time outside of class. Must be taken concurrently with 310. **Brooks. 3**

315—THE PSYCHOLOGY OF LANGUAGE AND THOUGHT. Psychology has had a long-standing interest in language for both philosophical and practical reasons. This course will survey the psychological approach to language and covers topics such as the structure of language perception, comprehension, evolution, language acquisition, and complex issues involving the relationship between language, thought, culture and the social uses of language. **Hutchins. 4**

316—RESEARCH IN THE PSYCHOLOGY OF LANGUAGE AND THOUGHT. Two full-length projects will familiarize students with some common research techniques in the study of language and thought. Students are given "hands-on" experience in the design and execution of the projects. Must be taken concurrently with 315. **Hutchins. 3**

330—COGNITIVE PSYCHOLOGY. This course examines the nature of how people acquire, remember, and use knowledge. Topics covered include memory, attention, perception, imagery, problem solving, decision making, comprehension, social cognition, cognitive neuroscience, and applications to learning, instruction and social and cultural contexts of cognition. **Hassebrock. 4**

331—RESEARCH IN COGNITIVE PSYCHOLOGY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330. **Hassebrock. 3**

340—SENSATION AND PERCEPTION. The course involves analysis of sensory processes and perceptual systems. Examination of this area will include a consideration of approaches such as psychophysics, physiological processing, Gestalt theory, and ecological theory. Topics include sensitivity to light and sound; tactile perception; color perception; depth and form perception; perceptual illusions; perception of environmental and self-motion. **Heft, Snyder. 4**

341—RESEARCH IN SENSATION AND PERCEPTION. This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Must be taken concurrently with 340. **Heft, Snyder. 3**

350—PHYSIOLOGICAL PSYCHOLOGY. This course explores the relationships between the brain and nervous system and behavior, and includes topics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of "mental" illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to understand how basic physiological principles can serve in the understanding of complex phenomena, including emotion, learning, sleep and arousal and sexual behavior. Required for students pursuing the neuroscience concentration. **Kennedy. 4**

351—RESEARCH IN PHYSIOLOGICAL PSYCHOLOGY. This course focuses on basic research methodologies and techniques that are commonly used to examine the biological bases of behavior. Students are given "hands on" experience in the design and execution of several research projects. Must be taken concurrently with 350. **Kennedy. 3**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

370—STATISTICS FOR BEHAVIORAL SCIENCES. An introduction to techniques of data analysis. Special emphasis is placed on sampling theory, tests of significance, analysis of variance, regression, and using SPSS for analysis. Not open to those with credit in Mathematical Sciences 102. **Snyder. 4**

399—ADVANCED TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

410—HISTORY AND SYSTEMS OF PSYCHOLOGY. This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to twentieth century theories and experimental investigations. These issues include mind-body relations, processes of knowledge acquisition such as perception and learning, characteristics of human motivation and personality, and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. **Heft, Rasnake. 4**

451-452—SENIOR RESEARCH. Either must have taken or be taking concurrently Psychology 370. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Staff. 4

Queer Studies Concentration

Committee: Karen Graves, Education; Linda Krumholz, English; Lisbeth Lipari, Communication; Marci McCaulay, Psychology and Women's Studies; Lisa McDonnell, English; Fred Porcheddu, English; Sandy Runzo, English; Marlene Tromp, English

An evolving and expanding discipline, Queer Studies encompasses theories and thinkers from numerous fields: cultural studies, gay and lesbian studies, race studies, women's studies, literature, film, media, postmodernism, post-colonialism, psychoanalysis, and more. By engaging with this diverse range of fields, the work of Queer Studies distinguishes itself from the others in that it focuses on issues of sexuality and the way that the questions raised in these other arenas might be inflected through that central lens. To that end, Queer Studies examines the cultural, social, and political implications of sexuality and gender from the perspective of those marginalized by the dominant sexual ethos; it explores the ways that culture defines and regulates sexuality as well as the reverse, the ways that "sexuality" structures and shapes social institutions.

Guidelines

Students may choose a Concentration in Queer Studies in addition to any major, and may weight their choices toward the social sciences, the humanities, the arts, or the life sciences. The Concentration in Queer Studies will require six courses: three core requirements and three electives selected from among cross-listed courses approved by the Queer Studies Committee. Since every course will not be offered every semester, students interested in this Concentration should discuss and plan their course selections with the close assistance of a member of the Committee.

Core Requirements

QS 101: Partnerships and Politics. A survey of the legal regulation of sexuality and gender in the 19th and 20th centuries and the emergence of modern civil rights movements of sexual minorities. This course will focus on the history, strategies, conflicts, and issues associated with these political and social movements.
QS 201: Queer Theories. An interdisciplinary course designed to introduce students to

historical and theoretical treatments of topics such as the essentialism vs. constructionism debate; intersections of race/gender/class and sexual orientation; science and representation; performativity and normativity; and ethics, politics and law.
QS 400: Senior Seminar. This is a capstone course for the QS concentration during the Fall semester, when it may also serve to help students apply Queer Theory to a senior project or honors project in their chosen major.

Electives

Elective courses shall be approved by the Queer Studies Committee based on the following criteria, or through petition to the Committee:

At least two-thirds of the course should focus on: some aspect of gay, lesbian, bisexual, transgender experience, culture, and history; and/or relevant issues or themes (privilege, oppression, sexual behavior, identity, performance, social movements, etc.); and/or conceptual categories (gender, sexuality, etc.) central to the field of Queer Studies.

Any course in the concentration should address in some way the relationship between the normative and the transgressive. Through these courses, students should gain an understanding of and respect for other differences in human lives such as age, ability, class, ethnicity, gender, race, and religion. Courses which already meet the criteria for Queer Studies electives, or which can be readily adapted to meet the above criteria through negotiations between the instructor and the student, include (but are not limited to) the following:

COMM 400: Language, Identity, and Politics
ECON 316: Women in the U. S. Economy
EDUC 390: Critical Pedagogy
ENGL 245: Human Diversity through Literature
ENGL 365: Queer Shakespeare
MUS 332: Music and Sexuality
PSYC 301: Psychology of Women
SA 210: Sexual Inequality
SA 242: Deviance and Social Control
SA 313: Families, Sexualities, and the State
WMST 101: Issues in Feminism
WMST 307: Feminist Theory: Gender Justice
WMST 312: Women and Health

Religion

Professor David O. Woodyard, Chair

Professor David O. Woodyard; Associate Professors John E. Cort, John L. Jackson, Joan M. Novak, Harold Van Broekhoven; Assistant Professor C. Keith Boone; Visiting Lecturer in Jewish Studies, to be appointed.

Departmental Guidelines

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one way to establish a view of reality, and more specifically a view of the meaning of human existence as individuals and as social beings in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

A Major in Religion

A Religion major requires nine courses. It has the following components. (1) A common set of four courses. (2) A concentration of at least three courses in designated areas. (3) A seminar for majors and minors only, designed around special topics that will be in a concentration area. (4) A comprehensive examination with "take-home" and "in-class" components. First-Year Seminars taught by a member of the department may count toward a concentration. However, no more than one course at the 100-level may count. If a major has completed the common courses and fulfilled a concentration, an Honors Project may count toward the nine-course requirement.

A Minor in Religion

A Religion minor consists of (1) a common set of four courses; (2) an elective course; (3) a seminar for majors and minors only, designed around special topics; and (4) an abbreviated comprehensive examination.

Course Offerings

101—INTRODUCTION TO THEOLOGY. Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, war and violence. **Woodyard. 4**

102—ETHICS, SOCIETY AND THE MORAL SELF. An introductory course which explores contemporary moral dilemmas in light of a variety of ethical alternatives. A variety of moral approaches will be compared. Practical applications will vary but usually include dilemmas related to sexuality, economic justice, racism and sexism, and the use of violence. **Novak. 4**

103—WORLD RELIGIONS: WISDOM AND COMPASSION. An introduction to the comparative study of religion, involving case study surveys of several of the major religious traditions of the contemporary world. Guiding questions include: What does it mean to live within each tradition? What does one do? How does one view the world? To what extent is religion a matter of personal experience and to what extent a matter of social and cultural experience? How have people in these traditions balanced the pursuit of wisdom and the practice of compassion in their lives? How do we begin to study the world's religious traditions? **Cort. 4**

199—INTRODUCTORY TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

201—THE REALITY OF GOD. The premise of the course is that the metaphors we use for God are profoundly consequential. The ways we image God effect our understanding of ourselves and our society. We will explore how particular metaphors impact economic justice, the ecological crisis, history and human oppression as well as our personal lives. **Woodyard. 4**

202—JEWISH STUDIES. The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism during the first half of the first millennium: Theology, History, Rabbinic Literature, Holy Day, and life cycle observances. (Not offered 2001-2002). **Staff. 3**

205—RELIGION AND NATURE. An investigation of the religious value of nature in Christianity and Buddhism, and in particular in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. (Not offered 2001-2002) **Cort. 4**

206—RELIGION IN AMERICAN POLITICS AND LAW. This course explores the interplay between religion and American culture through the lenses of politics and law. Is there an American view of religion? Is there a religious view of America? Is there an inherent tension between religion and constitutional democracy? Among the topics to be treated are the following: religion in education; science and religion; "civil religion"; war and religion, sects, cults and Native American practices; religious values in the making of public policy. (Not offered 2001-2002). **Boone. 4**

207—RELIGION AND ART. This course explores the relationship between artistic expression and religious experience. At the heart of the course is the question, "What is the relationship between religion and art?" To explore this question, we will undertake a comparative study of the use and critique of sacred images in Hinduism and Christianity. (Not offered 2001-2002). **Cort.4**

210—THE NATURE OF RELIGION. This course explores some of the ways different scholars have asked and attempted to answer the basic questions, What is religion? What is religious experience? How does one lead a properly religious life? Scholarly approaches include those of history, philosophy, theology, anthropology and psychology. (Not offered 2001-2002). **Cort. 4**

211—INTRODUCTION TO THE BIBLE. An introduction to the Hebrew Bible and to the Early Christian (New) Testament interpretation of the Hebrew Bible. The course focuses on the development of the literature of the Bible as reflecting the history of debates over what constituted the religion and culture of ancient Israel and early Judaism. **Van Broekhoven. 4**

212—INTRODUCTION TO THE NEW TESTAMENT. This course introduces the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the characteristics, religious phenomena and theological themes of the New Testament writings, and the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. **Van Broekhoven. 4**

213—HISTORY OF CHRISTIAN THOUGHT. A topical study in the development of Christian teachings from the early Middle Ages to the 19th Century. Changing concepts of the church, and its approach to human problems are studied. **Van Broekhoven. 4**

215—HINDUISM. An historical and thematic survey of the beliefs and practices of the people of the Indian subcontinent from ancient times until today. Reading selections include both classical texts and modern interpreters. **Cort. 4**

216—RELIGIONS OF CHINA AND JAPAN. This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. **Cort. 4**

217—SECTS AND CULTS. A study of religious cults, sects, and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic, adventist and legalistic sects within Christianity. Oriental movements would include cults of Hindu, Buddhist,

and Islamic origins. The study would deal with the theology and practices of the groups, and with problems of the relationship of these religions to society. **Jackson. 4**

224—CHRISTIAN ETHICS. An inquiry into the lifestyles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Various theological perspectives will be considered as we examine specific applications, such as social and economic justice, medical ethics, and the use of violence. **Novak. 4**

225—ETHICS AND INSTITUTIONAL MORALITY. A critical analysis of the prospects of morality functioning within organizations and affecting their interactions with other groups. Attention will be given to comparing the moral possibilities of individuals with those of institutions and collectives, and to exploring how institutional and group loyalties tend to shape the behavior of the individuals devoted to them. The course will include an in-depth examination of some of the significant moral dilemmas faced by those in a selected occupation involving institutional commitments (for example, hospital administrators, advertisers, business managers, etc.) Different occupations will be chosen in different semesters. **Novak. 4**

227—EXPLORING WOMEN'S SPIRITUALITY. This course explores writings on spirituality developed by women for the contemporary world. Students will be asked to compare the proposals made by women from diverse background in order to identify commonalities and to better understand reasons for differences. Each semester, several traditions will be examined in depth; possible traditions include Christian Feminist Spirituality, Goddess Spirituality, African American Womanist Spirituality, Eco-Feminist Spirituality, Lesbian Spirituality, Jewish Feminist Spirituality, Asian American Woman's Spirituality, Latina Spirituality, and Women's Christian Spiritual Writings developed in Asia, Africa and South America. (Not offered 2001-2002) **Novak. 4**

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed.(Not offered 2001-2002) **Jackson. 4**

229—WOMEN AND WESTERN RELIGION. An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although emphasis will vary, students will be asked to evaluate critical topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. (Not offered 2001-2002). **Novak. 4**

230—HOMELESSNESS AND THEOLOGY. This course will involve its students in an integrated theological experience that consists of an experiential and analytical immersion in the homelessness crisis in contemporary society, followed by efforts at critical theological engagement with that crisis and with certain prior, pertinent theological efforts. One aspect of this integrated experience will be the service-learning component of the course. Participation in the service-learning component is a course requirement — no exceptions. (Not offered 2001-2002). **Staff. 4**

233—BUDDHISM. An historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. (Not offered 2001-2002). **Cort. 4**

299—INTERMEDIATE TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

300—MAJOR/MINOR SEMINAR. **Staff.4**

301—A MAJOR THEOLOGIAN OR MOVEMENT. **Staff. 4**

308—NEW TESTAMENT STUDIES. This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament. **Van Broekhoven. 4**

309—OLD TESTAMENT STUDIES. This seminar will concentrate on either a text or group of texts or a theme that is important in the Hebrew Bible (or Old Testament). (Not offered 2001-02). **Van Broekhoven. 4**

317—RELIGION AND SOCIETY. (Same as Sociology/Anthropology 217) This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. Prerequisite: Consent. (Not offered 2001-2002). **Woodyard. 4**

319—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICALPERSPECTIVES. Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. **Woodyard, King. 4**

331—INDIVIDUALISM IN U.S. SOCIETY. (See S/A 331) (Not offered 2001-2002). **Maynard, Woodyard. 4**

340—SEMINAR: SPECIAL TOPICS. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

392—ETHICAL DECISIONS IN MEDICINE. (See I.D. 392 under special courses and opportunities) **Novak. 4**

399—ADVANCED TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

451-452—DIRECTED RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Sociology/Anthropology

Associate Professor Anita Waters, Chair

Professors Kent Maynard, Bahram Tavakolian; Associate Professors Susan Diduk, Mary Tuominen, Anita M. Waters; Instructor Jennifer Keys; Affiliated Scholars Meena Khandelwal, Brad Lepper

Departmental Guidelines

Major in Sociology/Anthropology

The major in Sociology/Anthropology is designed to meet the educational needs of three kinds of students: (1) those whose interests focus on a liberal arts education and who wish to use the disciplines to understand sociocultural institutions and change, as well as to gain insight into cross-cultural patterns; (2) those who wish to use sociology/ anthropology as a background for certain occupations such as law, social work, business, public service, and human service careers; and (3) those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career.

A major in sociology/anthropology must complete nine courses within the department. Five of those courses comprise a core curriculum including S/A 100, 200, 316, 350 and 420/421. The other four courses must be selected from among the following categories: Studies of the Individual in Culture and Society; Studies of Sociocultural Institutions; Studies of Social Structure and Inequality; and Studies of Sociocultural Change. Students must select at least one course from each category. At least two elective courses must be at the 300 level. Off-campus experiences are also available for students to supplement traditional course offerings.

Minor in Sociology/Anthropology

Completion of a minor in Sociology/Anthropology requires a student to complete S/A 100, 200, either S/A 316 or 350 and additional courses from three different categories of electives for a total minimum of 24 credits. At least one elective course must be at the 300 level. These additional credits must be identified through consultation with departmental faculty and designed to fulfill integrative curricular objectives.

Course Offerings

100—PEOPLE, CULTURE, AND SOCIETY. An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. The course presents a variety of sociocultural approaches for understanding human nature and hominid evolution, cross-cultural similarities and differences, the sources of inequality, and the enormity of recent social change. This course satisfies the Social Inquiry requirement and has no prerequisite. This course is required of all majors and minors in sociology/anthropology.**Staff. 4**

199—INTRODUCTORY TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

200—THE DEVELOPMENT OF SOCIAL THOUGHT. An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, Martineau, DuBois and other significant authors of the nineteenth and early twentieth centuries. This course is required of all majors and minors in sociology/anthropology. SA200 satisfies the Critical Inquiry requirement. Prerequisite: 100 and a S/A elective. No First-Year students. **Maynard. 4**

210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Diduk. 4**

212—RACE AND ETHNICITY. An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Issues such as affirmative action, immigration policy and multiculturalism are discussed, and key concepts such as assimilation, neo-colonialism, and split labor market are critically evaluated with attention to their ideological bases, explanatory power and policy implications. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Waters. 4**

214—AMERICAN SOCIETY. An introduction to American society and contemporary social problems. What is the nature of our society and how does it differ from others? How have major economic and political trends, and/or cultural ideas and values shaped our characteristics as a society? The course will focus on a number of social problems, such as alienation, poverty, crime, child abuse, environmental pollution and bureaucratic inefficiency. Students will learn not only the character of such problems, but grapple with different explanatory theories and alternative models which propose solutions. This course satisfies the American Social Institutions requirement and has no prerequisite. **Keys. 4**

217—RELIGION AND SOCIETY. This course investigates the relationships between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider examples such as religious movements, as well as the ritual life of both the individual's life cycle and wider social and political institutions. No prerequisite.(Not offered 2001-2002) **Maynard, Waters. 4**

224—HUMAN ORIGINS AND PREHISTORY. This course examines the topics of human origins, human nature, evolution, and prehistory, emphasizing the interplay between biological and sociocultural aspects of human life. Readings will draw from accounts of primate social behavior, hominid evolution, and archaeology to investigate the foundations of our uniquely human form of adaptation through culture. No prerequisite. **Lepper. 4**

235—COMPARATIVE THERAPEUTIC SYSTEMS. The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement and has no prerequisite. **Maynard. 4**

242—DEVIANCE AND SOCIAL CONTROL. This course will explore the structures and processes by which conceptions of deviance are formed and reactions to deviance are developed and maintained. By looking at deviance from a cross-cultural perspective and with a recognition of the links between private events and public processes, we will address the connections between deviance and the political, economic, informational, and legal systems in society. No prerequisite. **Tavakolian. 4**

244—ENVIRONMENT, TECHNOLOGY, AND SOCIETY. This course analyzes the social causes and consequences of environmental change. We explore the relationships among production, consumption, population, technology, and environment. We ask: do the social benefits of economic growth outweigh environmental costs? Does population growth lead to environmental problems? Can technical "fixes" solve environmental problems? Are "indigenous" technologies superior to "western" technologies? We'll also analyze human responses to change: policy and regulation, "green" capitalism, environmental movements, and environmental counter-movements. We ask, how can we shape our future? What alternatives are likely and possible? Will the U.S. experience ecotopia or ecocide in the years to come? Will the Third World become the First World's dumping ground or will sustainable development provide environmental equity? This course is cross-listed with Environmental Studies and has a prerequisite of either S/A 100 or ENVS 100. (Not offered 2001-2002) **Staff. 4**

248—SOCIETY AND THE LITERARY IMAGINATION. This course begins with a question: Does the poetic and literary imagination transcend its particular cultural context? Are there universally recognized themes or criteria for judging literature, or is all literature a reflection of what is going on in society at a particular historical moment? If there is a relationship between society and literature, we will need to explore it from at least two vantage points: What are the sociocultural bases of literature, and how might literature, in turn, influence society? The course may use different examples or sub-themes to address these issues. For example, do the criteria by which we judge "good" literature vary over time and across societies? Do the stories we tell in different societies look at society, human virtues or the environment in the same ways? To what degree do our stories reflect society, critique it or propose alternatives to social arrangements? We will discuss works (novels, plays, short stories or poetry) often acknowledged in the West to be "great literature" and look at how we establish this "canon." Yet, we will also look at children's literature, science fiction and other "pulp fiction" as equally telling sources of information about our aesthetic values and social arrangements. This course has no prerequisite. **Maynard. 4**

299—INTERMEDIATE TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

311—LAW, CRIME AND SOCIETY. In this course we explore the intersecting relationships between law, crime, justice and society. While our primary focus is on U.S. society, we will include a cross-cultural analysis. In addition, we examine the ways in which race/ethnicity, gender and class shape experiences of law and justice. Our exploration of western societies incorporates a thorough analysis and application of classical liberal political theory, contemporary critical legal theory and historical analysis. Prerequisite: 100 or consent.(Not offered 2001-2002). **Tuominen. 4**

313— FAMILIES, SEXUALITY AND THE STATE. In this course we analyze historical and contemporary patterns of family/kinship organization and the relationship of families to broader political and economic structures. We explore families and kinship from a cross-cultural perspective, as well as examining the ways in which race/ethnicity, economic status and sexuality shape family/kinship structures in the contemporary U.S. We explore specific issues including women's paid and unpaid labor in families; families and welfare state policies; power and violence in families; changing family and kinship structures; ideologies of motherhood; birthing and reproductive technologies; and the impact of family structures and gender ideologies on women's political activism. These case studies will be analyzed in the context of anthropological and sociological theories of families, kinship and gender relations, including feminist theories of the social construction of gender. This course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or consent. **Tuominen. 4**

315—WORK AND SOCIETY. In this seminar we analyze historical and contemporary patterns of the organization of work. Using theoretical and ethnographic perspectives we analyze the work historically undertaken by members in various cultures and the relationship of work to broader political and economic institutions and processes. We analyze gender, racial/ethnic and class relations and how these shape work in the U.S., as well as cross-culturally. Prerequisite: 100 or consent. (Not offered 2001-2002). **Tuominen.4**

316—CONTEMPORARY SOCIOCULTURAL THEORY. Analyses of central theoretical questions in sociology/anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Required of majors. Prerequisite 100 and 200. **Waters. 4**

319—INDIAN SOCIETIES OF LATIN AMERICA. Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. We will use ethnographic case studies to assess the impact of cultural domination on indigenous societies and their attempt to maintain a traditional way of life. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Maynard. 4**

320—PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA. The course is an examination of the historical, ethnic and cultural diversity of sub-Saharan African societies. It considers questions of economic development, urbanization, agricultural production and the role of the contemporary African state upon rural polities. This course also examines African systems of thought within the context of ritual. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Diduk. 4**

321—GENDER AND CHANGE IN CROSS-CULTURAL PERSPECTIVE. Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life, and community organization. The course will also look comparatively, but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agricultural development, and rural cottage industries, that may contribute to material well-being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course satisfies the Non-western Studies Requirement. Prerequisite: S/A 100 or consent.(Not offered 2001-2002). **Diduk, Tavakolian. 4**

323—PEOPLES AND CULTURES OF THE MIDDLE EAST. The focus of this course is an examination of the ecological, historical, and sociocultural diversity of peoples of the Middle East (from North Africa to Afghanistan). In addition to the study of ecological adaptation, social structure, and ideology in traditional village and nomadic communities, we will examine the effects of urbanization, economic development, and nation-building on contemporary populations of the Middle East. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Tavakolian. 4**

331—CULTURE, SOCIETY, AND THE INDIVIDUAL. This course examines the relationship between individuals, their society and culture. This involves looking at differing cultural conceptions of "human nature," and the way in which both "intelligence" and the emotions are "cultural performances." The nature of the "self," indeed, the structure of perception and cognition, are not separable from specific patterns of

sociocultural life. Finally, Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. Prerequisite: 100 or consent.(Not offered 2001-2002) **Maynard, Tavakolian. 4**

333—CAUSES AND CONSEQUENCES OF CHANGE. This course analyzes the sources, processes and directions of social and cultural change. It examines different theoretical models which account for social change. Of particular importance are conceptual distinctions between evolution, modernization, industrialization, urbanization, revolution, economic development and cultural domination. Possible topics for exploration may include change brought through population increase, the growth of technology, exploitation of resources, migration and hunger. Prerequisite: 100 or consent. **Staff. 4**

336—THE CROSS-CULTURAL STUDY OF ART. The course will explore aesthetic production from a cross-cultural perspective looking predominantly at non-industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in cultural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and the Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories proposed by anthropologists and sociologists on the function and significance of art are compared. The role of ritual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's and sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in non-industrial societies with contemporary Western art movements. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Diduk. 4**

338—SOCIAL STRUCTURE AND POPULAR CULTURE. Under study here are the production and distribution, form and content, and artists and audiences of popular culture internationally. We will consider prominent social theories, from the Frankfort School's critique of popular culture, through the writings on mass culture in the United States, to the recent rehabilitation of popular culture by British writers like Stuart Hall and Paul Gilroy. Some of the major questions addressed will include: How do the social arrangements and the technologies of production shape the messages conveyed in popular media? What is the relationship between popular culture and "high" culture? Under what conditions does popular culture distract people from the struggles for equality and social justice, lulling them to passivity, and when can it inspire protest, or even transform people's behavior? Prerequisite: 100 or consent.(Not offered 2001-2002). **Waters. 4**

339—CULTURE, IDENTITY AND POLITICS IN CARIBBEAN SOCIETY. This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean polities, from the strong democractic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today. Prerequisite: 100 or consent. **Waters. 4**

340—SOCIAL MOVEMENTS. In this course we explore social movements as a primary means of social change.We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. This course is sometimes taught with a special subtitle: "Social Justice Movements in Communities of Color," cross-listed with the Black Studies Program. Prerequisite: 100 or consent. (Not offered 2001-2002) **Diduk. 4**

345-346—SPECIAL PROBLEMS. Special problems which are offered at an advanced level in topics not covered in regular courses. (Examples: Sport and Society, Gender in Southeast Asia, Sustainable Agriculture, Gender and Nationalism). **Staff. 4**

350—SOCIOCULTURAL RESEARCH METHODS. This course provides experience in the design and implementation of sociocultural research. In addition to current techniques of collecting, analyzing, interpreting, and reporting data, we will examine the epistemological issues that underlie social research, the ethical questions involved in research, and the assumptions on which various research strategies are based. Students will be involved in actual research experiences which allow them to apply the information of the course. Required of majors. Prerequisite: 100 or consent. **Keys. 4**

361-362—DIRECTED STUDY. Credit earned will be determined by departmental evaluation. **Staff. 1-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

420-421—SENIOR RESEARCH SEMINAR. An integrative course designed to be a culmination of the student's work in the major. This is a TWO-SEMESTER course which focuses on the design and completion of a year-long research project for all senior majors. This provides the basis for then reflecting about the nature and importance of sociology/anthropology as a discipline and in relation to our role as researchers and citizens. Required of senior majors. **Tavakolian. 2/semester**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Theatre

Professor Jon R. Farris, Chair

Professor Jon R. Farris; Associate Professor Peter Pauzé; Assistant Professors Robert Gander, Cynthia Turnbull, Kevin Wetmore

Departmental Guidelines

The majors (B.A. and B.F.A.) in theatre are designed to aid the serious student to develop his or her artistic and intellectual potential, to cultivate discipline of thought and craft, and to foster the creative imagination.

The goals of the majors in theatre are twofold: first, to provide students with a working knowledge of the fundamental principles of each of the several arts of the theatre, and to offer opportunities for practical application of those principles in stage production; and second, to develop analytical skill, facility in problem-solving, historical perspective, and appreciation of aesthetic form.

The programs in theatre aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative response that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to provide a sound basis for graduate study in theatre.

Required Courses for Major in Theatre — B.A.: 40 credits

Three courses from the following four courses:	(9 credits)
123—Acting I	
140—Costuming	
144—Introduction to Technical Theatre	
145—Lighting for the Stage	
201—The Development of Dramatic Art	(4 credits)
301—History of the Theatre I	(4 credits)
302—History of the Theatre II	(4 credits)
333, 334, or 335—Theatre Workshop	(3 credits)
404—Drama Seminar	(4 credits)
One course from the following four courses:	(4 credits)
403—Theatre History Seminar	
404—Drama Seminar	
415—Play Direction	
426—Theory of Theatre	
Elective courses in Theatre or English 215 or English 240	(8 credits)

Required Courses for Major in Theatre — B.F.A. Degree: 56 credits

Note: In addition to the General Education requirements specified on page 7 for the B.F.A. degree, candidates for the B.F.A. degree in Theatre must complete the foreign language requirement (3 semesters or equivalent) and 16 credits in related arts.

123—Acting I	(3 credits)
140—Costuming	(3 credits)
144—Introduction to Technical Theatre	(3 credits)
201—The Development of Dramatic Art	(4 credits)
301—History of the Theatre I	(4 credits)
302—History of the Theatre II	(4 credits)
333, 334, or 335—Theatre Workshop	(6 credits)
404—Drama Seminar	(4 credits)
415—Play Direction	(4 credits)

In addition, B.F.A. candidates will complete one of the following sequences:

Performance Emphasis:

224—Acting II	(4 credits)
290—Voice for the Actor	(4 credits)
331—Acting III	(4 credits)
424—Acting IV	(4 credits)
DANCE: Modern and/or Ballet — two technique courses	(3 credits)
VOICE: Selected from Music 140 (private lessons), Music 141 (voice class), or Communication 231 (Voice and Diction)	(3 credits)

Design/Technical Emphasis

145—Lighting for the Stage	(3 credits)
340—Scene Design	(4 credits)
345—Advanced Technical Theatre	(4 credits)
347—Costume Design	(4 credits)
401—Theatre Practicum: a, d, e, or f	(6 credits)

Required Courses for Minor in Theatre: 20 credits

109—Introduction to the Theatre	(4 credits)
One course from the following four courses:	(3 credits)
123—Acting I	
140—Costuming	
144—Introduction to Technical Theatre	
145—Lighting for the Stage	
201—The Development of Dramatic Art	(4 credits)
301—History of the Theatre I; or 302—History of the Theatre II	(4 credits)
333, 334, 335—Theatre Workshop	(1 credit)
404—Drama Seminar, or 426—Theory of Theatre	(4 credits)

Course Offerings

109—INTRODUCTION TO THE THEATRE. A study of the fundamental aesthetic principles of the theatre, examining the artistry of playwright, actor, director, and designer through theory and practice. Attendance at Department's mainstage productions is required. Writing is emphasized through critiques and papers. **Gander, Pauzé, Turnbull, Wetmore. 4**

121—ELEMENTARY ACTING. The student is introduced to exercises designed to free the imagination through improvisation and theatre games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal technique are explored through scene work. Designed for the non-major. **Gander, Pauzé, Wetmore. 3**

123—ACTING I: VOICE AND MOVEMENT. An integrated approach to free, develop, and strengthen the voice and the body of the performer. Special attention is given to improvisation and the discovery of action implied by dialogue in a play script. The beginning course for majors interested in performance.
Farris, Gander. 3

140—COSTUMING. An introductory course in which the student participates in the major steps of the costume design and creation process: script analysis, research and design, color and fabric choices, pattern development, and basic garment construction. **Turnbull. 3**

143—MAKE-UP. Make-up for the performer and designer, with an emphasis on adapting designs to facial structure. Topics include character make-up, fantasy make-up and special effects make-up. **Turnbull. 3**

144—INTRODUCTION TO TECHNICAL THEATRE. Introduction to the theories, principles, and techniques of technical theatre. Topics include the historical development of technical theatre, current practices in scenic construction, stage lighting, and sound, and the role of technology in theatrical production.
Pauzé. 3

145—LIGHTING FOR THE STAGE. Introduction to the theories, principles, and techniques of theatrical lighting. Topics include the physical properties of light, basic electrical theory, stage lighting technology and equipment, and lighting design. **Pauzé. 3**

199—INTRODUCTORY TOPICS IN THEATRE. A general category used only in the evaluation of transfer credit.

201—THE DEVELOPMENT OF DRAMATIC ART. A study of the historical development of the drama from classical to modern times. Emphasis is given to the comparison of differing dramatic forms. **Farris. 4**

224—ACTING II: CHARACTERIZATION. A scene study class, the primary purpose of which is the application of skills learned in Acting I, with emphasis on creating character through action, given circumstances, and character relationships. Prerequisite: 121 or 123, or consent. **Gander. 4**

243—DRAFTING. An intensive study in basic drafting techniques used in the theatre, including isometric and orthographic projection, mechanical perspective, true size and shape, floor plans, and sections. Focus is on computer-assisted drafting (CAD) techniques. (Not offered in 2001-2002). **Pauzé. 3**

290—VOICE FOR THE ACTOR. Intensive, practical work designed to develop the speaking voice of the actor. Daily exercises in projection, articulation, placement, and focus. Special attention will be given to eliminating regional speech mannerisms. Repeatable up to a maximum of eight credits. **Gander. 4**

299—INTERMEDIATE TOPICS IN THEATRE. A general category used only in the evaluation of transfer credit.

301—HISTORY OF THE THEATRE I. A study of the theatrical culture of western civilization from ancient Greece through the Renaissance. Topics of investigation include classical Greek drama, Roman spectacle, medieval religious and secular theatre, *commedia dell'arte,* and Renaissance and baroque pageantry. The approach is a documentary one, concentrating on the reconstruction of performance practices through use of primary evidence, both textual and pictorial. Fulfills Western Studies requirement. **Wetmore. 4**

302—HISTORY OF THE THEATRE II. A survey of post-Renaissance theatrical culture and production forms, including the Restoration stage, the age of Garrick, Weimar classicism, Romantic theatre and opera, melodrama and poetic spectacle, the independent theatre movement, and in the 20th century, the innovations in particular of the Continental theatre — Meyerhold, Brecht, Artaud and others. A unit on Asian theatre will be offered as well. **Wetmore. 4**

324—HISTORY OF AMERICAN THEATRE. The derivation of American theatre in the patterns of colonial culture and the development of the theatre from the 18th century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th centuries. (Not offered in 2001-2002). **Wetmore. 4**

331—ACTING III: TECHNIQUES IN ACTING SHAKESPEARE. Study of techniques in speaking Shakespeare's verse — scansion, paraphrase, use of imagery, structuring the long speech. Prerequisite: 121 or 123 or consent. (Not offered in 2001-2002). **Farris. 4**

333, 334, 335—THEATRE WORKSHOP. 1-2 credits per semester — 1 credit per mainstage production. Repeatable up to a limit of 8 credit hours. See the following descriptions.

333—THEATRE WORKSHOP: REHEARSAL AND PERFORMANCE. Participation in mainstage production as actor or stage manager. **Staff. 1-2**

334—THEATRE WORKSHOP: COSTUMES/MAKE-UP. Participation in mainstage production as costume or make-up designer or crew member. **Turnbull. 1-2**

335—THEATRE WORKSHOP: SCENERY/LIGHTING/PROPERTIES. Participation in mainstage production as technical director or scenery, lighting, or properties designer or crew member. **Pauzé. 1-2**

340—SCENE DESIGN. An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course also provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statements. (Not offered in 2001-2002). **Pauzé. 4**

341—COSTUME HISTORY. A study of the development of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day. (Not offered in 2001-2002). **Turnbull. 4**

345—ADVANCED TECHNICAL THEATRE. A study of various advanced topics in technical theatre, emphasizing theory and technique. Prerequisite: 144. (Not offered in 2001-2002). **Pauzé. 4**

347—COSTUME DESIGN. A studio course concentrating on specific problems in costume design, both technical and interpretive. Emphasis is on textual analysis, research, and exploration of rendering techniques. Prerequisite: 240 or consent. **Turnbull. 4**

349—PRODUCTION MANAGEMENT. An examination of the responsibilities of the production staff in the commercial and non-commercial theatres. This includes discussion of financial, stage, and house management. (Not offered in 2001-2002).
Pauzé. 4

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

399—ADVANCED TOPICS IN THEATRE. A general category used only in the evaluation of transfer credit.

401—THEATRE PRACTICUM. Theory and creative practice in selected areas of the theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation. **Staff. 3-4**

a. Problems in Costuming
b. Problems in Styles of Stage Direction
c. Special Studies in Dramatic Literature
d. Problems in Theatre Management
e. Advanced Problems in Scene and/or Lighting Design
f. Advanced Problems in Costume Design
g. Special Studies in Children's Theatre

403—THEATRE HISTORY SEMINAR. Intensive study of the historical, cultural, and aesthetic significance of theatre production during a specific period or particular revolutionary movement in the history of the theatre. Topics will vary from year to year. Repeatable. Prerequisites: 301 and 302, or consent. **Wetmore. 4**

404—DRAMA SEMINAR. Intensive study of a major playwright, genre, form, or theme. The seminar topic will vary from year to year. Repeatable. Prerequisite: 201 or two courses in English literature.
Farris, Pauzé, Wetmore. 4

415—PLAY DIRECTION. Theoretical and practical work in direction. Each student is responsible for selecting, casting, and rehearsing scenes and/or plays of various length. Prerequisites: 201, 144, and 121 or 123. **Gander, Pauzé. 4**

424—ACTING IV. Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, styles of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent. **Farris, Gander, Wetmore. 4**

426—THEORY OF THEATRE. The analysis and comparison of critical approaches to the theatre from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: junior standing. **Wetmore. 4**

441—DESIGN SEMINAR. Intended for the advanced production and design student. Content will vary from year to year. Areas offered will range from problems in advanced design to scene painting and stage decoration. Emphasis will be on research and skill development. **Pauzé. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

458—SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, or theatre management, with work accomplished in the University Theatre or Theatre II. Course can be elected to satisfy a comprehensive experience in the department by B.F.A. majors only. The course is offered both semesters, but it can be taken only once. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Women's Studies

Professor Eloise A. Buker, Director
Associate Professor Toni King, Joint Appointment with Black Studies
Assistant Professor Marci McCaulay, Joint Appointment with Psychology

Faculty: Professors Robin Bartlett, Eloise Buker, Bahram Tavokolian; Associate Professors Suzanne Condray, Susan Wright Diduk, Karen Graves, Toni King, Sara Lee, Bernardita Llanos, Gill Wright Miller, Joan Novak, Kaye Rasnake, Susan Richardson, Lyn Robertson, Sandra Runzo, Mary Tuominen; Assistant Professors Barbara Fultner, Amy Green, Lakesia Johnson, Marci McCaulay, Sita Ranchod-Nilsson

Women's Studies at Denison: General Information

The Women's Studies Program offers a variety of experiences for students to learn about women and empower themselves to become effective citizens. Women's Studies is an interdisciplinary program that offers introductory courses and advanced courses designed to prepare liberal arts students to analyze issues concerning gender, race, and class in contemporary societies. The Women's Studies Program offers a major and minor for those who wish to focus on gender and ways in which gender, race, class, and sexuality construct experiences.

Students have the opportunity of participating in a variety of internships located throughout the country that acquaint them with women's issues. Students are

encouraged to develop leadership skills by taking active part in campus life.

The Women's Studies Program sponsors regular symposia on gender issues that include presentations by Women's Studies faculty as well as Women's Studies scholars from universities throughout the United States. Program members participate in the Great Lakes Colleges Association, which provides conferences for Women's Studies students and faculty.

Major in Women's Studies

Women's Studies majors are required to take a total of 32 credit hours. Many students double major in Women's Studies and another field. Students may sign up for a course either under the department number or under the Women's Studies number. Both numbers will count toward the Women's Studies major or minor. All courses except for the WMST 101 will be at the 200 level or above. All Women's Studies majors must take the following:

(1) Required core courses:

WMST 101 Issues in Feminism	4 credits
WMST 298 Cultural and Social Methods	4 credits
WMST 307 Feminist Theory: Gender Justice	4 credits
WMST 451 or 452 Senior Research	4 credits

(2) One course on women of color in the United States, or women in developing countries 4 credits

(3) One Women's Studies science or social science course (communication, education, political science, psychology, sociology/anthropology, etc.) 4 credits

(4) One Women's Studies humanities or fine arts course (art, dance, history, literature, music, modern languages, philosophy, religion, etc.) 4 credits

(5) One Women's Studies elective chosen from courses listed or cross-listed as Women's Studies courses. 4 credits

One of the courses used to fulfill requirement (2), (3), or (4) must be a course cross-listed with Black Studies. *The same course cannot be used to fulfill more than one of the above requirements.*

Minor in Women's Studies

Women's Studies minors are required to take a total of 24 credit hours. All courses except for the WMST 101 will be at the 200 level or above.

All Women's Studies majors must take the following:

(1) Required core courses:

WMST 101 Issues in Feminism	4 credits
WMST 298 Cultural and Social Methods	4 credits
WMST 307 Feminist Theory: Gender Justice	4 credits

(2) One course cross-listed Women's Studies/Black Studies 4 credits

(3) Two Women's Studies electives chosen from courses listed or cross-listed as Women's Studies courses. 4 credits

The same course cannot be used to fulfill more than one of the above requirements.

Students are encouraged to consult with the Director of Women's Studies in making their choices.

Course Offerings

WMST 101—ISSUES IN FEMINISM. This interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, such as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive issues; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, religion, sexual preference and so forth; therefore the diversity of women's experience is a key factor in our study. The class format will be primarily a lecture discussion format and small group discussions. **Buker, King, McCaulay, Miller. 4**

WMST 190—TOPICS IN WOMEN'S STUDIES.

WMST 290—TOPICS IN WOMEN'S STUDIES.

WMST 298—CULTURAL AND SOCIAL METHODS. This course examines both scientific methods and social analysis based on empirical research and the interpretive strategies that have developed out of the humanities for understanding societies. It provides experience in the design and implementation of social and cultural research with a focus on women's studies. The course will examine the epistemological issues that underlie research in women's studies, the ethical and political questions involved, and the assumptions that shape various methods. Students will apply the methods learned to their own research projects. Prerequisite: One Women's Studies course or consent. **King. 4**

WMST 307—FEMINIST THEORY: GENDER JUSTICE. This course examines various ways of understanding gender by looking at a variety of feminist theories. Four different theories of feminism will be emphasized: liberal feminism, socialist feminism, radical feminism, and postmodern feminism. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, and international feminist movements. Each theory will be examined to understand how it constructs notions of justice. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both men and women. Prerequisite: one Women's Studies course or consent. **Buker. 4**

WMST 361, 362—DIRECTED STUDY **Staff. 1–4**

WMST 363, 364—INDEPENDENT STUDY **Staff. 1-4**

Social Science and Science Courses

WMST 210/Sociology-Anthropology 210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Tuominen, Diduk, Tavakolian. 4**

WMST 229/Communication 229—GENDER, RACE AND THE MEDIA. The course examines the historical constructions of gender and race in media portrayals, as well as the sociocultural implications of those constructions. Topics address issues of media access, coverage, representation and perspective conveyed in print, broadcast, advertising and film mediums. A goal of the course is to help students become aware of the influence perspective and access play in the construction of ideas and images. **Staff. 4**

WMST 271/Education 229—WOMEN AND MINORITIES: THE EDUCATIONAL DILEMMA. Students will gain an understanding of how discrimination against women and minorities in the educational setting has been a source of many inequities in our society, both past and present. Paradoxically, women and minorities have made unique and important contributions to this system which has not always served them well. An analysis will be made of the contributions of these groups to all levels of education throughout our history. The course will also investigate the extent to which the institution of education has adapted to women

and minorities and in turn been influenced by them in their various capacities as students, teachers, administrators, parents, and special interest groups. In addition to lectures and discussions, class activities will include field study, one or more field trips, role playing and simulation. Fulfills Minority Studies requirement. **Robertson. 4**

WMST 273/Economics 316 —WOMEN AND THE U.S. ECONOMY. This course is an advanced economics course focusing on women in the labor force. Recent trends in women's labor force participation, occupational segregation, and earnings are examined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Finally, numerous ways to intervene in the market on the part of government and private enterprises are studied to determine the most effective way to rectify observed market imperfections. Prerequisite: 201 or consent. **Bartlett. 4**

WMST 301/Psychology 301—PSYCHOLOGY OF WOMEN. This course examines psychological research and theory. Topics include sex bias in psychological research, gender differences in personality and abilities, lifespan development, problems of adjustment and psychotherapy, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake, Snyder. 4**

WMST 309/Political Science 309—POSTMODERN POLITICS: SEXED/RACIALIZED/CLASSED. This class focuses on postmodern philosophy to examine the key texts involved in its construction in order to understand how postsructuralism and deconstruction can be used to analyze sex, race, and class in the American culture. Using language analysis from this philosophical tradition students will become familiar with how this philosophical tradition can be used in the analysis of and development of public policies. Students will use the framework to reflect on how they construct the self and what these different notions of the self mean for private and public life, especially in terms of sex, race, and class. Students will be encouraged to develop systematic skills in the use of poststructuralism and deconstruction in the social sciences. **Buker. 4**

WMST 311/Political Science 311—DEMOCRACY FOR ALL? RACE/ETHNICITY AND GENDER IN AMERICA. The course will examine different theories of a democratic system which have been proposed by American scholars who have responded to the issues raised by those concerned about the opportunity for women and minorities to participate as full citizens in the American system. The focus on current democratic theories will examine models of democratic institutions for nation state governance and for governance in daily life institutions such as the family, school, workplace, and local communities. Students will be encouraged to reflect on their own models of responsive and ethically responsible democratic practices. **Buker. 4**

WMST 312—WOMEN AND HEALTH. This is an interdisciplinary course on issues related to women's health. It will explore historical, epidemiological, social, economic, and political issues related to women's health and health care. Topics to be covered include the influence of gender on health research and policy, sex/gender differences in health status, the contribution of gender to specific health issues (eating disorders, violence against women), and the relationship between women's reproductive capacity and health issues. The course also incorporates the roles of race/ethnicity, social class, and sexual orientation in health status and health care. **McCaulay. 4**

WMST313/Soc/Anth313— FAMILIES, SEXUALITY AND THE STATE. In this course we analyze historical and contemporary patterns of family/kinship organization and the relationship of families to broader political and economic structures. We explore families and kinship from a cross-cultural perspective, as well as examining the ways in which race/ethnicity, economic status and sexuality shape family/kinship structures in the contemporary U.S. We explore specific issues including women's paid and unpaid labor in families; families and welfare state policies; power and violence in families; changing family and kinship structures; ideologies of motherhood; birthing and reproductive technologies; and the impact of family structures and gender ideologies on women's political activism. These case studies will be analyzed in the context of anthropological and sociological theories of families, kinship and gender relations, including feminist theories of the social construction of gender. This course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or consent. **Tuominen. 4**

WMST 315/Soc/Anth315—WORK AND SOCIETY. In this seminar we analyze historical and contemporary patterns of the organization of work. Using theoretical and ethnographic perspectives we analyze the work historically undertaken by members in various cultures and the relationship of work to broader political and economic institutions and processes. We analyze gender, racial/ethnic and class relations and how these shape work in the U.S., as well as cross-culturally. Prerequisite: 100 or consent. (Not offered 2001-2002). **Tuominen.4**

WMST 317/Political Science 317—WOMEN AND AMERICAN POLITICS. This course will begin an analysis of women and American politics by beginning with an examination of the women's movement from 1776 through contemporary political activity. The course will then turn to an examination of women's

participation in governmental institutions especially in Congress and the Executive Branch. The third portion of the course will focus on women and public policy. **Buker. 4**

WMST 320/Physical Education 320—WOMEN IN SPORT. This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine and analyze the issues surrounding women and sport from historical, psychological, sociological, physiological, political and philosophical perspectives. Cross-listed with Physical Education. Offered one semester each year. **Lee. 4**

WMST 321/Sociology-Anthropology 321—GENDER AND CHANGE IN CROSS CULTURAL PERSPECTIVE: WOMEN, DEVELOPMENT AND ECOLOGY. Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life, and community organization. The course will also look comparatively, but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agricultural development, and rural cottage industries, that may contribute to material well-being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course satisfies the Non-western Studies Requirement. Prerequisite: S/A 100 or consent. (Not offered 2001-2002). **Ranchod-Nilsson, Tavakolian, Diduk. 4**

WMST 333/Political Science 333—WOMEN AND POLITICAL LEADERSHIP. The course will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United Sates. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics and responsibility for self and others. About one-third of the course will involve introducing students to the logic of empirical inquiry – especially qualitative methods – so that they can design a leadership project that will involve the empirical study of leadership. Students will read biographies and autobiographies – many of them about or by women - to examine leadership in concrete situations, to develop their understanding of politics. The course will focus on women and political leadership. **Buker, Miller. 4**

WMST 390—TOPICS IN WOMEN'S STUDIES. **Staff. 4**

WMST 391/Education 390—CRITICAL PEDAGOGY: GENDER, RACE, AND CLASS IN THE U.S. EDUCATION. Gender and race are central concerns throughout this course in its examination of current critical issues in US education. Reading are drawn from history, the social sciences, and philosophy. Particular attention is given to critical and feminist pedagogies. Among the issues discussed are bilingual programs, gender equity, and multicultural education. This course includes a two-hour commitment each week to service learning in a social service agency. **Graves, Robertson. 4**

Humanities and Arts Courses

WMST 220/Music 220/Music -320—WOMEN IN MUSIC. Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course will trace the development and current state of women's roles in music in America, including twentieth-century art music composers, musicologists, teachers, and performers of classical and popular genres such as blues, jazz, country, gospel, rap, and rock. **Smith. 4**

WMST 225/English 225—WOMEN IN LITERATURE. Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity, and power. **Staff. 4**

WMST 227/Religion 227—EXPLORING WOMEN'S SPIRITUALITY. This course explores writings on spirituality developed by women for the contemporary world. Students will be asked to compare the proposals made by women from diverse backgrounds in order to identify commonalties and to better understand reasons for differences. Each semester, several traditions will be examined in depth; possible traditions include Christian Feminist Spirituality, Goddess Spirituality, African American Womanist Spirituality, Lesbian Spirituality, Jewish Feminist Spirituality, Asian American Woman's Spirituality, Latina Spirituality, and Women's Christian Spiritual Writings developed in Asia, Africa and South America. **Novak. 4**

WMST 240/History 240—AMERICAN WOMEN'S HISTORY. This course surveys the history of women in the United States from 1870-1989. We will emphasize the experience of women of all races, classes, and sexual orientations – women who entered the paid labor force in increasing numbers by the turn of the century and non-wage earning women who performed work integral to the survival of their families. We will use political essays, popular culture, and literature to map out the multiple views of women's role in American society. In particular,

how have the "traditional" view of women (keeper of home and family) and the "progressive" view of women (career-oriented and independent) conflicted, converged, and evolved over the past century? Cross listed with History 281. (Offered 2nd semester). **Green. 4**

WMST 241/History 241—WOMEN IN MODERN EUROPE. This course surveys the history of women in Europe from 1700 to the present. Topics covered include women in revolutions, the effect of industrialization on women and their family, changing views of sexuality, women's rights movements and socialism, the female experience in world wars, women under fascism, and women in the welfare state. (Not offered 2001-2002). **Staff. 4**

WMST 265/Black Studies 265—BLACK WOMEN AND ORGANIZATIONAL LEADERSHIP. This class explores Black women's leadership orientations in organizations. Africentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Finally, the course addresses Black women's needs for leadership development. Students will conduct life history analyses of Black women in leadership roles with particular attention to implications for leadership development. **King. 4**

WMST 272/Religion 229—WOMEN AND WESTERN RELIGION. An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although the emphases will vary, students will be asked to evaluate critically topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. **Novak. 4**

WMST 274/Dance 274—CULTURAL STUDIES IN DANCE. This course will frame Western social and concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Using a theory of assimilation, transmission, and migration, students will meet a series of historical works and dance movements (disco, rave, etc.) while simultaneously being exposed to poststructuralist epistemology and feminist theory in order to analyze them. In this way, the course aims to teach ways of interrogating social practices surrounding dances in any culture from a Western academic perspective. **Miller. 4**

WMST 275/Philosophy 275—PHILOSOPHY OF FEMINISM. Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary feminist discussions of epistemology, ethics, and science. Satisfies General Education requirement in Minority/ Women's studies. Prerequisite: any 100-level course in Philosophy, one course in Women's Studies, or consent. (Not offered 2001-2002). **Fultner. 4**

WMST 288/Black Studies 288—BLACK WOMEN IN AMERICA. This course examines the experiences of African-American women through interdisciplinary studies. Upon completion of this course, students will be familiar with the major contributions of African-American women in the Women's Movement, the Black Civil Rights Movement, and to the fields of Black Studies and Women's Studies. This course also introduces students to some major writers in the area of Black Feminist or Womanist Theory. **Johnson, King. 4**

WMST 302—WOMEN IN THE ARTS. This course will focus on 20th century American art created and executed by women. Using feminist theorists ranging from Nochlin to the Guerilla Girls, Adair to Schneider, this course is representative, rather than comprehensive. We will observe, discern, analyze, interpret and evaluate representative works, engage in a collaboratively designed research project including interviews of artists, and write a final theoretical paper together. Students should be prepared to attend many artistic events in the area outside of class. (Not offered 2001-2002). **Miller. 4**

WMST 305/Latin American and Caribbean Studies 305—THE GENDERING OF SELF AND CULTURE: WOMEN IN LATIN AMERICAN ARTS. This course will examine different forms of discourses by Latin American women writers, film makers, and artists from the 60s to the present. The focus will be the analysis and discussion of the different mediums used by Latin American women to question and critically examine their cultural tradition and society. **Llanos. 4**

WMST 314/Black Studies 314—LEGAL SCHOLARSHIP: THEORIZING RACE AND GENDER. This course is an introduction to critical race theory, feminist legal theory, and current theoretical debates among legal scholars on issues of race and gender in the United States. Students will examine and evaluate existing legal concepts and structures within the United States legal system which seek to address racism, sexism, and other forms of inequality and discrimination. They will also gain a basic understanding of theoretical foundations and legal debates underlying antidiscrimination legislation and its enforcement. Prerequisite: One Black Studies or Women's Studies Course. **Johnson. 4**

WMST 325/English 325—AFRICAN-AMERICAN WOMEN'S LITERATURE. Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States. **Staff. 4**

Special Courses and Opportunities

Interdepartmental Courses

Course Offerings

INTERDEPARTMENTAL 392—ETHICAL DECISIONS IN MEDICINE. Staffed by faculty in the religion department, this course is designed to expose students to various topics in medicine and biology posing ethical problems. Basic modes of ethical reasoning are applied to case studies in the following areas: genetic screening and counseling, distribution and availability of health care resources, informed consent in treatment and human experimentation, behavior modification, patient-physician relationships, and death and dying. Offered each spring semester. **Novak. 4**

Culminating Academic Experience

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may require majors to participate in this experience. The means of evaluation of this experience shall be at the discretion of the department.

Off-Campus Study Programs

One of the benefits of a liberal arts education is the freedom to explore various disciplines, to experiment with new ideas and to pursue opportunities for broadening one's horizons. Off-campus study is an opportunity to extend one's educational program beyond the Granville campus, with programs available in the United States and in foreign countries.

Eligibility

Mature, second-semester sophomores and juniors with a cumulative grade point average of 2.5 who have completed a year of study at Denison may apply to participate in off-campus study programs. (First semester seniors may petition to have the residency requirements waived.) Students may apply *only* to programs endorsed by Denison. Students who withdraw to attend off-campus study programs not endorsed by Denison, or who go on a program without the approval of Denison will not have their course credits transferred to Denison.

Domestic Programs

Many students prepare for future careers, explore social problems, or do significant research through programs offered in the United States, such as the New York program in the arts and the semester in Philadelphia. Students with research interests may join scientists at Oak Ridge, Tennessee, in important projects in mathematics, sciences, technology, computers, and social sciences. A seminar in the humanities is available at the Newberry Library in Chicago. The Washington Semester introduces students to source materials and government institutions in Washington, D.C. Denison is a member of the Marine Sciences Education Consortium (MSEC) which provides a formal curriculum in the marine sciences, including supervised research, at the Duke University Marine Laboratory, Beaufort, North Carolina.

Overseas Programs

The world is changing so rapidly that today's Denison students will spend most of their working lives in a universe very different from the one in which they went to high school and college. Students may wish to study abroad to:

1. probe areas of future consequence;
2. improve their language skills and immerse themselves in another culture;
3. learn more about how other countries conduct business or run government, deliver social services or express themselves in art and architecture.

Most programs offer a rich variety of courses, but some specialize in science, art and literature, economics, political science, or comparative urban study. The options available to Denison students are numerous and provide a broad range of geographic locations and academic curriculum from which to choose. Following are *some examples* of programs available:

GLCA-Approved Programs

Denison requires that students apply to programs with a strong academic base. One such set of programs is approved by the Great Lakes Colleges Association (GLCA), a consortium of colleges much like Denison (excellent, small liberal arts colleges such as Oberlin, Kenyon, Earlham, etc.).

The advantages of a GLCA-approved program include the following:

1. presence of a faculty representative on the Denison campus, enabling students to plan a program directly with a faculty member.
2. quality control, so that students are assured of the soundness of the program in all its dimensions.
3. ease of financial transactions between the participating schools.

Other Approved Programs

Institute for the International Education of Students (IES) — IES sponsors programs in Asia, Europe and Latin America. One advantage in applying to an IES program is that Denison, as an affiliate of IES, has several spaces reserved for Denison students as long as they qualify for a particular program.

The Black College Program — Denison offers a program, usually for one semester, with Black colleges and universities such as Howard University, Morehouse College, Spelman College and other historically Black institutions. Any Denison student may apply for this program which offers transferable credits in excellent pre-professional programs and an easily arranged financial exchange. This program offers another cultural experience within American society.

Germany Justus-Liebig-Universität Exchange Program — The Department of Modern Languages offers an exchange program which gives students studying German language and culture the opportunity to spend a full year in Giessen. Of double benefit to the Denison community, this exchange agreement also brings German students studying American Studies to the Denison campus.

The School for Field Studies — Offers semester and summer environmental field studies programs in the following areas: Turks & Caicos Islands, British West Indies (Marine Resource Studies); Australia (Rainforest Studies); Pacific Northwest Canada (Rainforest and Fisheries Studies); Baja, Mexico (Coastal Studies); Costa Rica (Sustainable Development Studies); and Kenya (Wildlife Management Studies).

Specialized Summer Options — Various faculties may offer specialized summer programs, linking curriculum with overseas study/travel. Examples are: English faculty taking students to England; Spanish faculty working with students in Spain or Mexico, French faculty taking students to France. These programs usually carry academic credit and run for six weeks.

Procedures

Students interested in exploring options should come to the Office of Off-Campus Study, Room 413, Fellows Hall. Application forms, policies, and procedures, and a complete bank of files of endorsed programs are available. Student advisers and the coordinator are available to help. Except for certain international students, financial aid is available for students participating in Denison's approved programs. There are faculty liaisons for many programs, and students are required to work closely with their faculty advisers in determining appropriate programs. Students must obtain the written approval of the adviser in their major, as well as approval from the Office of Off-Campus Study, in order to participate in an off-campus study program. The number of students who may study off campus in a given year is limited to 10% of the student body.

Pre-Professional Programs

Denison's commitment to the liberal arts, the strength of our pre-professional advising, and the success of our graduates have made Denison well-known by professional schools ranging from medicine and business to law and engineering. Denison has maintained advising services and has joined cooperative educational programs which can be of great help to you. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with several at another university, a Denison education and our advising programs can contribute significantly to the attainment of your professional goals.

Advising System

The director of the Career Services, along with individual faculty members, provides strong and knowledgeable advising services. They will work with you in group and individual meetings from the time you express an initial interest in, for example, attending law school, through the time you apply for admission to professional school. An important part of this advising involves helping you to prepare for qualifying tests and assisting in the arrangement of internships. At your request, a detailed file of your

recommendations will be developed. Denison has earned the respect of deans of professional and graduate schools through mutual relationship-building in the Central Association of Advisors for the Health Professions and the Midwest Association of Prelaw Advisors.

Medicine, Dentistry and Veterinary Science

Medical, dental and veterinary school admissions decisions are based on performance on nationally-sponsored admissions tests (Medical College Admissions Test, Dental Admission Test, Graduate Record Exmination) and on academic achievement in both science and non-science courses. Students whose test and grade profiles are strong enjoy a high rate of acceptance by medical, dental and veterinary schools in their state of residence and by selective schools throughout the country. It is important to work closely with the Pre-Professional Adviser regarding the application process.

Most of our undergraduates who are considering the health professions bolster their preparations and gain an overview of several related fields by taking an internship in a hospital or clinical setting.

In 1984, Denison established a "3-4" program with Case Western Reserve Dental School. Students may apply to Case Dental School when they apply to Denison. Then, if the student performs satisfactorily in both liberal arts and in science courses, he/she will receive official acceptance to the Case Dental School. Following three years of study at Denison, the student moves directly into dental school. Students will receive a bachelor's degree from Denison and a Doctor of Dental Surgery from Case. Biology Professor Philip Stukus has more information on this joint program.

Law

Denison graduates are successful in gaining admission to law schools across the country. Students' performance on the Law School Admission Test and their academic records are the major determining factors in the admissions decision. Our records list over 75 institutions where Denisonians have recently studied law.

Because of Denison's traditional strength in preparing students who do well in law, representatives from a number of schools regularly visit the campus for Career Days and interviews. In addition, panels and programs featuring practicing attorneys and internships in legal settings help students make realistic career decisions.

Business

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and large numbers of Denison graduates continue their studies in M.B.A. and M.M. programs across the country. Although the current national trend is to encourage students to work several years between their undergraduate and M.B.A. programs, Denison students get pre-M.B.A. advice and are advised to take the Graduate Management Admissions Test before graduating.

Engineering

With a long-standing tradition of strength in science and pre-engineering, Denison offers two plans to prepare for an engineering career. In the first, you receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematical sciences, followed by two years of graduate work at another institution leading to a master's degree in engineering. Graduate schools at numerous universities have accepted Denison students and visit the campus regularly.

The second plan is a "three-two" program in which you study three years at Denison and two at an affiliated engineering school and receive two bachelor's degrees. Denison is affiliated in such binary programs with Rensselaer Polytechnic Institute, Washington University (St. Louis), Case Western Reserve University, and Columbia University. Students interested in these plans should contact Dr. Steven Doty, Denison's engineering liaison officer, in care of the Denison Physics Department, at their earliest opportunity. The required math and science courses include: Calculus I, Calculus II, Calculus III, Differential Equations, the introductory Physics sequence (Physics 125-7 or equivalent), Modern Physics, General Chemistry I and II, and Computer Science 171. Additional courses may be required, depending on the chosen field of engineering.

Environmental Management and Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management and Forestry. You can earn the bachelor's degree from Denison and the master's in either Environmental Management or Forestry from Duke after spending three years at Denison and two years at Duke's School of the Environment. The major program emphases at Duke are resource economics and policy, water and air resources, forest resource management, resource ecology and ecotoxicology and environmental chemistry. An undergraduate major at Denison in natural or social science or pre-professional emphasis in business or engineering is good preparation for the Duke programs, but any undergraduate concentration will be considered for admission. If you are interested in this program, however, you should take at least one year each in biology, mathematical sciences, and economics at Denison. Biology Professor Juliana Mulroy has more information on both this program andthe following one in natural resources.

Natural Resources

Since the 1979-80 academic year, Denison has had a cooperative program with the School of Natural Resources at the University of Michigan to provide training for careers in the management and study of renewable natural resources. You attend Denison for three years and transfer to Michigan for two additional years. At the end of your first year at Michigan, you can receive your Denison bachelor's degree. Upon completion of Michigan's graduation requirements, a bachelor's degree in either forestry or natural resources is awarded.

Medical Technology

Denison offers the basic courses needed to enter a professional program in medical technology. The Career Services staff can help you make arrangements to take part in certified programs, such as the one at the Rochester General Hospital. Normally, you enter the professional program at the end of your junior year. After successfully completing the training program at the cooperative university or hospital, you will receive a Denison bachelor's degree and be eligible for the registry examination given

by the American Society of Clinical Pathologists. Contact Biology Professor Philip Stukus for more information.

Occupational Therapy

Denison offers a "3-2" program in cooperation with Washington University (St. Louis). For students with equivalent admission criteria, those who satisfactorily complete Denison's three-year Pre-Occupational Therapy prerequisite courses and receive three favorable recommendations including the faculty adviser's, will be given preferred consideration over the non 3-2 student for admission to the master's degree program.

Denison students who meet prerequisites may also apply on a competitive basis to other schools of Occupational Therapy. Students interested in Occupational Therapy and/or either of the above programs should contact program adviser: Dr. Sam Thios in care of the Psychology Department.

Summer Research Opportunities for Students

YOUNG SCHOLAR AWARDS support either independent research under Denison faculty supervision or collaborative research with Denison faculty. First-Year students, sophomores and juniors in all disciplines (and self-designed majors) are eligible. Applicants from the Humanities, Arts and Social Sciences are given special consideration.

ANDERSON RESEARCH ASSISTANTSHIPS support summer science research with a Denison faculty member. Sophomores and juniors majoring in biology, chemistry, physics, math/computer science, geology or psychology are eligible, though applicants with junior standing are usually given highest priority.

DURF (DENISON UNIVERSITY RESEARCH FOUNDATION) supports students who do collaborative research with Denison faculty. Denison faculty may apply for DURF funds to support a Denison student assistant for the summer. Any qualified Denison student is eligible.

BATTELLE SCIENCE INTERNSHIPS support science students in summer research either on campus or at another location. Recipients are chosen by science faculty.

WOODYARD SCHOLAR AWARDS support either independent or collaborative research under Denison faculty supervision. These awards support and encourage projects in the area of "Religion and Civic Responsibility." Students from all academic disciplines are invited to apply. Normally, the faculty adviser will be a member of the Department of Religion.

OTHER AWARDS. Student research may also be supported by outside grants received by faculty in various departments. Inquiries about any of the summer grants may be made to the Associate Provost.

May Term

May Term is an optional program providing students with attractive opportunities for exploring careers. Located in Career Services, May Term offers numerous internship sites around the country in a broad array of careers: business, education,

government, law, medicine, science, non-profit, the arts and communication. Students may apply for these sites or may independently arrange internships in areas of career interest and geographical preference. Internships are for a minimum of three weeks in May or summer and may be extended depending on the site. Faculty-sponsored Travel Seminars or programs may be offered during May Term.

While neither credit nor grades are awarded, successfully completed internships and travel/study experiences are noted on the academic transcript. Employers, as well as graduate and professional schools, agree on the importance of this program to complement the on-campus academic experience.

Admissions, Costs and Financial Aid

Denison is committed to enrolling well-rounded and diverse students of high intellectual ability. The University provides an environment that supports and promotes personal growth and academic achievement. Denison values its faculty and academic programs, and its students who have come to learn and contribute.

Secondary School Preparation

Because a Denison academic education is a blend of electives, General Education core courses and departmental requirements, a broad in-depth secondary school preparation is highly desirable. The University strongly recommends that, by the time you graduate from secondary school, you complete four years of English; three years each of mathematics, science and social studies; and three years of foreign language (at least two of which should be in the same language).

The Admissions Committee takes particular note of Advanced Placement, Honors, International Baccalaureate or enriched courses.

Admission Criteria

The quality of your academic performance, your grade-point average, and test results from the SAT I or ACT are the most important factors considered by the Admissions Committee. Your admissions essay, as well as written statements from your college adviser and an academic teacher, give us a greater understanding of your personal characteristics and motivation. Important also is the quality, rather than the quantity, of your extracurricular accomplishments, whether school, community or job-related.

Application Process

All students requesting admissions information will receive the Viewbook and an application. You may submit a first-year application any time between September 1 and February 1 of your senior year. A fee of $40 must accompany your application. Denison also accepts the Common Application (www.commonapp.org), as well as applications generated by Apply, CollegeLink, College Edge or Peterson's

Universal. You may also visit our Web site, www.denison.edu, for application materials and/or apply electronically via the Internet.

Early Decision Admission

If, after having carefully researched your college needs, you decide that Denison is your first-choice college, you are encouraged to apply by means of one of the Early Decision Plans. Candidates who wish to take advantage of either of these options must sign and submit the Early Decision Agreement form enclosed with the application.

Early Decision I: The deadline for this plan is November 15, with notification of the decision by December 15. The Early Decision I Plan is intended for candidates who have decided by mid-fall that Denison is their first-choice college.

Early Decision II: The deadline for this plan is January 15 with notification of the decision by February 15. The Early Decision II Plan is intended for candidates who have decided by late fall or early winter that Denison is their first-choice college.

Admitted students must accept our offer of admission and pay a $300 enrollment deposit within two weeks to confirm their places in the entering first-year class. If you are a candidate for financial assistance, you need not reply to our offer of admission until two weeks after you have received your financial aid award. Deferred candidates will be reconsidered along with the regular applicant group in the spring.

Guidelines for Regular Admission

Candidates for Regular Admission should apply no later than February 1 and present a consistent record of academic accomplishment. Final notification of our admission decisions for completed applications will be made on a rolling basis from mid-February until late March, and admitted students must respond to our offer by May 1. Matriculating first-year and transfer students are required to pay an advance deposit by the date specified in their letters of acceptance. Any student withdrawing after the specified deadline forfeits the deposit.

Campus Visit and Interview

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend three hours: approximately 45 minutes for an interview, one hour for a student-conducted campus tour, and another hour to visit a class of your choosing.

The Admissions Office, located in Beth Eden House next to Swasey Chapel, schedules interviews from 8:30 to 11:30 a.m. and 1:30 to 3:30 p.m. on weekdays, and on Saturday mornings from 8:30 to 11:30 a.m., from September through April.

Because our Admissions staff travels extensively, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these Senior Interviewers if you visit campus. Senior Interviewers share with our regular Admissions staff the responsibility for describing the University to you and appraising your candidacy for admission.

You are encouraged to write or, better yet, telephone a week or more in advance of your visit so that we may assist you in planning your time on campus.

Overnight Accommodations on Campus

If you would like overnight accommodations with a student host in one of the University residence halls, please write or call the Admissions Office at least two weeks in advance of your visit. Overnight stays and airport shuttles can be arranged Sunday through Thursday during the academic year. In consideration of your host's academic and personal schedule, we ask that you limit your stay to one evening.

If you wish to stay with a friend currently at Denison, you are encouraged to make your own arrangements.

Granville's Location

Granville is located 27 miles east of Columbus and is easily accessible from Interstates 70 and 71. Port Columbus International Airport is served by major airlines, and rental cars are available at the airport.

Alumni Interviews

Denison Alumni Recruiting Team (DART) and Denison Overseas Alumni Network (DOAN) members in many metropolitan areas across the country and overseas can serve as resource persons and can also interview you if you are unable to visit the campus. The report of your interview with a Denison graduate will become a part of your admissions file. For local Denison alumni assistance or an interview, please call or write:

DART Coordinator
Admissions Office
Denison University, Box H
Granville, Ohio 43023
1-800-DENISON or
740-587-6276

Early Admission Program

Denison welcomes applications from mature, highly qualified students who intend to graduate from secondary school after three years. A campus interview is required for Early Admission candidates.

Deferred First-Year Student Matriculation

You have the option, upon being accepted at Denison, to defer your entrance for up to a year, provided you present an appropriate rationale for doing so and do not enroll as a full-time student at another college or secondary school in the interim.

You must submit by May 1 of the year for which you have been admitted the nonrefundable advance deposit required of enrolling first-year students, together with your written request for deferment of your matriculation. If your request is approved by the Admissions Committee, you must reconfirm your intention to enroll, in writing, by March 1 of the following year. If you fail to matriculate to Denison, your deposit will be forfeited to the University.

Transfer Admission

Denison welcomes applications from transfer students, including graduates of two-year or community colleges. Candidates may apply for entrance in either the fall or spring semester. Candidates for fall entrance should submit their applications by June 1. The deadline for second semester applications is December 1.

If you are admitted as a transfer student, you must complete at least 60 semester-hours of credit as a full-time student at Denison to be eligible for a degree.

For further information on Denison's transfer program, please call our Admissions toll-free number, 1-800-DENISON, or 740-587-6276 or write:

Transfer Coordinator
Admissions Office
Denison University, Box H
Granville, Ohio 43023

Denison's Admissions Office

For any additional information on admissions, call or write:

Admissions Office
Denison University, Box H
Granville, Ohio 43023
740-587-6276 or 1-800-DENISON
e-mail address: Admissions@denison.edu
Home Page: http://www.denison.edu

Annual Costs

	Actual 2001-2002
Tuition	$22,550
Activity fee	$270
Student Health Fee	$270
Board (Plans A, B. or C)	$2,970
Room (multiple-single-apartment-suite) $3,580-$4,480-$4,480-$3,970	

Each student on full tuition pays less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the University to meet this difference. Denison and similar colleges' and universities' ability to mitigate the amount of additional charges while maintaining quality is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The University reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition, activity fee and student health fee three months in advance, and for board and room one month in advance of their effective date. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.

Tuition

The annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of $700 is made for each registered hour in excess of 18 hours. All excess-hour charges are billed by the Cashier's Office. A part-time student (8 hours per semester or fewer) is charged $700 for each semester hour of credit.

Activity Fee

The activity fee provides basic support to the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors.

Student Health Fee

The student health fee provides basic support to the Student Health Service. This fee covers general operating expenses. Fees for inpatient care ($85/day), medicine, laboratory tests and procedures, office surgery and medical equipment will be charged to the student.

A group accident and sickness medical plan is also available to students. The Cashier's Office mails details of this plan to students in the summer.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The Carte Blanche Meal Plan provides breakfast, lunch, dinner and the late night option (offered Tuesdays and Thursdays) in one of the dining halls. More detailed information on this and the other meal plan options will be sent to students along with their semester bill.

Room Rent

Housing options are: multiple room, suite, single room, apartment or privacy suite. In addition, students will be charged for any damage beyond ordinary wear to the room and its contents.

Other Fees

Auditing Classes

This privilege may be granted to any student. A regularly enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor pays a sum equal to one-half the tuition rate paid by a part-time student ($350 per registered hour).

Off-Campus Programs

An administrative fee of $345 per semester is charged to each student participating in an off-campus program.

Books and Supplies

Bookstore purchases may be paid by cash or check, Visa, Mastercard, American Express or Discover Card, or through a Denison University "Big Red Card" deposit account. (Information on the Big Red Card will be sent to all students prior to the start of each semester.)

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music. A surcharge of $285 per half-hour (1 credit) or $570 per hour (2 credits) of instruction per semester, including the necessary practice time, is assessed for applied music lessons. The surcharge is waived for one (1) credit of lessons each term for music majors and two (2) credits of lessons for Performance Majors and Performer's Certificate minors for lessons in their primary instrumental or vocal medium. Music majors may petition the Department of Music for a two-credit surcharge waiver. The fee for the required hours of private music lessons (voice only) for the BFA program in Theatre will be waived.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Department of Cinema Fees

The following fees apply:
Advanced Cinema Production Lab Fee $140
Elementary Cinema Production Materials Fee $ 110
Cinema Techno-Aesthetics Fee: $110

Special Fees

A $45 materials fee is charged for courses such as ceramics, sculpture, printmaking, drawing and life drawing, and photography where the student becomes the owner of tangible items created. This is subject to change from semester to semester.

Some fine arts studio courses and science lab courses may have additional expenses.

There is a $106 fee for uniforms and equipment needed for the Taekwondo course.

Special fees for certain activities not normally included in the curriculum, such as horseback riding, skiing, etc., are charged to participating students.

Enrollment Deposit

A $300 enrollment deposit is required of all students prior to enrollment at Denison. It is due each year by May 1 for entering first-year students. This deposit is held during the full term of a student's enrollment. Upon withdrawal or graduation from Denison, the deposit is first applied to any outstanding balance on the student's account, and the remainder is refunded. The deposit is forfeited if a student withdraws after June 1 for the ensuing fall semester or after November 1 for the ensuing spring semester.

Payment of Bills

All bills are payable in the Cashier's Office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the University has a policy of collecting bills from the student rather than from his or her parents. The student, however, may request that all bills be sent to another party for payment as described later in this section.

Semester Bills and Late Payments

Semester bills are due August 15 for the first semester and December 15 for the second semester but may be paid in advance. Bills not paid by the due date are subject to a late payment fee of 1 percent per month or any portion thereof on the unpaid balance until the bill is paid in full. Registration for a semester is *not permitted* unless all fees are paid in accordance with the terms of the payment plan selected (See Payment Plans, below). These bills are mailed in July and November to the student's billing address.

Advanced Course and Housing Registration

The University conducts advanced course registration each semester for the ensuing semester's work, and housing registration each spring for the following academic year. All fees must be paid to permit advanced course and housing registration.

Miscellaneous Bills

Invoices for miscellaneous items such as lost keys, identification cards, residence hall damages, lock core changes, medications and other health services, and driving and parking infractions, are issued by the department authorizing the bill with a copy mailed to the student at his/her Slayter Box and a carbon copy sent to the Cashier's Office. All charges (except as noted below) are included on the comprehensive billing statement which is mailed to the permanent billing address. Confidential health center services are added to the account only if not paid within 10 days. Unpaid telephone bills (once PIN is deactivated because of non-payment) and unpaid library fines are also periodically added to the billing statement.

The University reserves the right to notify parents when scheduled payments are not met by the student. Students may want all bills, both semester and miscellaneous, sent to one particular address. This can be accomplished by notifying the Cashier's Office, in writing, of the name and address to be used for billing purposes. This notification must be signed by the student. All remittances to the Cashier sent by campus mail should be addressed to Doane Box 12 or Slayter Box 216.

A student is ineligible to attend classes unless his or her bills are paid when due. A student is denied an honorable separation, an official record of credits, or a diploma until all University bills are paid in full.

Where applicable, refund checks are automatically issued upon withdrawal or graduation. Continuing students may request refunds any time their account has a credit balance of $25 or greater, or at the end of the academic year if the credit balance is less than $25.

The University accepts student checks for payment of bills; however, a $10 charge is assessed on all checks returned by the bank. The University does *not* provide check cashing privileges for students at the Cashier's Office. Numerous banking and savings institutions are available in Granville which offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill paying and cash needs.

Payment Plans

Several monthly payment plans are available to parents of Denison students. Long-term loans are also available. These plans may provide insurance for continued payment of educational expenses in case of death of the insured parent. Details of these plans are sent to students in the spring each year for the following year of enrollment.

Late Registration

Students failing to complete all registration matters by the final deadline of the tenth class date of the term and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal shall carry with it financial forfeitures in accordance with the refund schedules outlined below. Appeal of this action shall be to the Registrar's Advisory Board and, if upheld, will normally carry a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Refund or Forfeiture of Tuition, Activity Fee, Student Health Fee and Room and Board

Withdrawal from the University at any time is official only upon written notice to the Vice President for Student Affairs. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the University nor a cancellation of a Room and/or Board reservation.

In the event of an official withdrawal after the first day of classes, a student may receive a partial refund. Upon official withdrawal or suspension, any adjustments to the account are automatically made in accordance with University policy and a refund check or bill will be sent as needed. Please contact the Cashier's Office with questions regarding the amount of refund or forfeiture of charges. For questions regarding adjustments to financial aid, please contact the Financial Aid Office.

A student will receive a refund of tuition, activity fee and student health fee as follows, based upon withdrawal before the end of the respective full week of classes:

	Normal Withdrawal	Medical Withdrawal
1st day of classes	100%	100%
1st week	90%	90%
2nd week	90%	90%
3rd week	50%	70%
4th week	50%	60%
5th week	25%	50%
6th week	25%	40%
7th week	25%	30%
8th week	25%	25%
9th week	0%	10%

No refunds are granted after the 8th week (9th week for medical withdrawal). In the event of withdrawal of a student because of dismissal, the medical withdrawal schedule will apply.

A pro rata refund of the room and board charge will be made following official withdrawal or dismissal from Denison as of the date the student vacates University premises and discontinues use of University facilities and services. The Office of Student Affairs will determine this date.

Other Conditions

If a student withdraws after the withdrawal deadline and before the first day of classes because of illness or other approved extenuating circumstance, the enrollment deposit may be temporarily held. (Extenuating circumstances must be approved in advance by the Office of Student Affairs or Admissions, whichever is appropriate.) Additionally, the student cannot attend another college and must plan to register for a subsequent semester. If the student does not register during the following two semesters, the deposit is forfeited. The withdrawal deadline is June 1 for the ensuing Fall semester and November 1 for the ensuing Spring semester.

Fees for applied music lessons, or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University.

Motor Vehicle Policy

All students are required to register any vehicle present on the Denison campus. A Denison registration sticker is not only a parking permit, but is required for roadway use of a motor vehicle.

Breakage Fees

The policy on breakage fees applies to all supplies and equipment issued in any lab course in Chemistry (including directed studies, senior research and individual work for honors) or through the Athletics, Physical Education and Recreation Department.

Although a record is kept of all breakage, students are not ordinarily charged for breakage amounting to less than $5 per semester. However, when the breakage in any one semester is $5 or more, students will be billed directly by the Cashier's Office for the total amount of all breakage, including the first $5.

Additionally, students who fail to check out of a laboratory or locker properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of $25, plus the cost of any breakage, regardless of the amount.

Safety Glasses Requirement

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio file No. 225, effective June 22, 1972):

All students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical Education, Physics, and Theater and Cinema MUST wear "industrial quality eye protective devices at all times while participating or observing..." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths

of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant" and still not meet the precise specifications of the Ohio law, as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will — without exception — be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Financial Aid Information

Denison is strongly committed to enrolling highly-qualified students, regardless of their financial means. Since qualified, committed and involved students are the lifeblood of our university, we regard each one as an invaluable asset to Denison.

This year, Denison students are receiving over $36 million in financial assistance from various sources. More than $22 million is awarded from Denison funds.

If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate to apply for financial aid. Your request does not affect the decision of the Admissions Committee in any way, and we at the Financial Aid Office welcome the opportunity to help you and your family in planning for college.

Applying for Financial Aid

To apply for help in meeting the cost of a Denison education, pick up a Free Application for Federal Student Aid (FAFSA) at your school's guidance office in December of your senior year. As early as possible (but after January 1), you and your parents should complete all pages of the forms and mail them to the Federal Processor with instructions to forward a copy to Denison. Denison also requires that you apply to your state scholarship program if awards offered may be used at an Ohio institution. (In some states, you must use a separate form to apply for these grants. Ask your guidance counselor.)

Special application procedures are available for Early Decision admission applicants who need a financial aid decision before April. Information explaining this procedure is available from our Admissions Office.

The information you submit on the FAFSA will be analyzed by the Federal Processor to determine the contribution you and your family can make toward the cost of a year's education. The family contribution is based on a formula called "Federal Methodology" which assesses such factors as taxable and non-taxable income, family size, asset strength, and number of family members in college.

After the Federal Processor computes your family contribution, it will send this

information electronically to Denison and any other colleges you designate within two to three weeks after you file the FAFSA.

Our Financial Aid counselors will carefully review the information you submitted on the FAFSA. We may request additional information from you directly and if you enroll we will request a copy of your and your parent(s)' prior year federal tax return.

Your federal need is computed by comparing the total cost of attending Denison for one year (tuition, fees, room and board, books and personal expenses) with the federal contribution calculated from your FAFSA. The difference is your federal financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When we make an offer of financial assistance, we offer funds from federal, state, and institutional sources to help meet your federal need. In cases of very high federal need, Denison University is unable to meet 100% of this need.

Types of Financial Aid

Financial aid awards normally consist of a "package" designed to meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components — employment on campus, a loan, and grants. Loans and employment are referred to as self-help. You are not obligated to accept the loan or work award. Grants and loans will be deducted on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Student Enrollment and Retention Committee (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision.

Campus Employment

Students who have been offered Federal Work Study as part of their financial aid package receive preference in obtaining jobs on campus. Because students are paid by check or direct deposit for the hours worked, this award is not reflected as a credit on the account. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant, and the food service operation. All on-campus employment opportunities are posted under Student Employment on the Denison Home Page and can be viewed only on campus. The work award for the academic year is based on students working about 10 hours of work per week at an hourly rate. The maximum award for the academic year is determined by the hourly rate. For the 2001-2002 year, the maximum work award will be $2,025.

Loans

Your financial aid award may contain either a Perkins Loan or a Federal Direct Student Loan. These two loans are very similar in that there is no interest or repayment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduation, five percent on a Perkins Loan and a variable percent on a Federal Direct Student Loan. (These provisions are subject to change by the Congress of the United States.)

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $19 million annually. We participate in the Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, the Ohio Student Choice Grant Program and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. Renewal applications are distributed by the federal processor in December or January of each year to students who will be returning to Denison the following September. Depending on Denison's cost and your family's situation, your need for assistance may vary from year to year. Completed renewal applications should be filed by April 15.

Academic Scholarships and Other Aid Not Dependent on "Need"

Denison annually offers a large number of academic scholarships for first-year students, which are based on academic talent and personal merit and do not require a demonstration of financial need. These include the Faculty Scholarship for Achievement (full tuition), the Wells Scholarship in Science (full tuition), the Dunbar Scholarship in Humanities (full tuition) for which an interview with a Denison representative on or off campus is required, the Battelle Memorial Institute Foundation Scholarship (half tuition),the Heritage Scholarship (half tuition), the Founders Award (when combined with a National Merit Stipend will equal half tuition awarded to selected National Merit Finalists), the Park National Bank Scholarship (1/3-tuition), the Alumni Awards for Leadership and Talent (1/5-, 1/4- and 1/3-tuition), and the I Know I Can Scholarship ($2,000).

Denison also offers merit-based scholarships to students of color, including the Bob and Nancy Good Scholarship (half tuition), the Parajon and the Tyree Scholarships (half tuition), the Monsanto Scholarship in Science (half tuition), the YMCA Black Achievers Scholarship (half tuition), and the Hla, the Fisher and the Meredith Scholarships (1/3-tuition).

These scholarships are available for tuition for all four years at Denison, but not for off-campus programs. The Admissions Office can give you further information on the availability of and criteria for competing for these scholarships and awards for entering first-year students.

A limited number of departmental and general scholarships of varying amounts are also available to selected students, based on factors such as outstanding academic achievement and fine arts talent. If you are eligible to be considered for such a scholarship, you will be either considered automatically or invited to apply by the appropriate academic department.

In addition, employment on campus for jobs requiring specific experience or skills is available. Parents may be eligible to obtain a Federal Direct Parent Loan (PLUS) through Denison University.

Endowed Scholarship Funds

The income from the following endowed scholarships is part of the Denison University Financial Aid Program and is available each year to Denison students on the basis of financial need, academic merit, and such other criteria as may be specified. Students must demonstrate need by filing a Free Application for Federal Student Aid (FAFSA) to qualify for need-based scholarships.

Honor Scholarships

REID AND POLLY ANDERSON SCHOLARS Established 1985	Awarded to Juniors and Seniors majoring in the sciences
BATTELLE SCHOLARS PROGRAM Established 1977	Awarded to students of high leadership potential who reside in Central Ohio.
NATIONAL CITY BANK SCHOLARSHIP Established 1982	Awarded to outstanding sophomores, juniors or seniors from Ohio.
DR. LAURA CRAYTOR BOULTON SCHOLARSHIP Established 1982	Awarded to one student who qualifies for work in Ethnomusicology.
GERTRUDE CARHARTT BRELSFORD MEMORIAL SCHOLARSHIP Established 1935	Awarded to Sophomores enrolled in courses of Music and Art.
WILLIAM O. BRASMER SCHOLARSHIP FOR EXCELLENCE IN THEATRE Established 1993	Awarded to the most promising candidate in the Department of Theatre and Cinema completing his/her junior year.
KENNETH I. BROWN SCHOLARSHIP Established 1959	Awarded to juniors or seniors with high scholastic ability preparing for careers in education.
MARY HARTWELL CATHERWOOD SCHOLARSHIP Established 1937	Awarded to students who plan on making their living from writing.
CAROLINE WOODROW DECKMAN STUDIO ART SCHOLARSHIP Established 1968	Awarded to a student showing outstanding creative achievement in Studio Art.
JONATHAN EVERETT DUNBAR SCHOLARSHIP IN THE HUMANITIES Established 1993	Awarded to an oustanding applicant with exceptional promise and a planned major in the Humanities.
KARL ESCHMAN SCHOLARSHIP Established 1977	Awarded to upperclass students in Music.
DALE GOOGINS SCHOLARSHIP Established 1991	Awarded annually in recognition of outstanding service of a student athletic trainer.
GEORGE K. GOULDING MEMORIAL SCHOLARSHIP Established 1964	Awarded to students in Music.
R. STANLEY AND JANET O. LAING SCHOLARSHIP IN THE DEPARTMENT OF ECONOMICS Established 1982	Awarded to students majoring in Economics who have an interest in the application of high technology to the advancement of Economics.
PHILIP E. LAMOREAUX SCHOLARSHIP Established 1976	Awarded to students majoring in the field of Geology.

REBECCA SHELLY LEE SCHOLARSHIP Established 1999	Awarded annually to a minority female who has demonstrated outstanding overall achievement.
J. BUDD LONG SCHOLARSHIP Established 1978	Awarded annually to the Editor-in-Chief of the *Adytum* and the Editor-in-Chief of the *Denisonian*.
LEROY "ACE" MORGAN MEMORIAL SCHOLARSHIP Established 1946	Awarded to talented students in the field of Theatre Arts.
E. CLARK MORROW AND IRMA HUDSON MORROW PRE-LAW SCHOLARSHIP Established 1962	Awarded to Senior students taking pre-law courses with the intention of entering law school after graduation.
PARK NATIONAL BANK SCHOLARSHIP Established 1981	Awarded annually to incoming freshmen from Licking County and Central Ohio on the basis of outstanding academic performance.
PARK NATIONAL BANK SCHOLARSHIP Established 1959	Awarded to students majoring in Economics.
PHI BETA KAPPA SCHOLARSHIP Established 1963	Awarded to outstanding students.
JULIET BARKER SARETT SCHOLARSHIP Established 1949	Awarded to students who show excellence in English and Dramatics.
CORA WHITCOMB SHEPARDSON SCHOLARSHIP Established 1937	Awarded to students showing proficiency in courses in Art.
FRANCIS WAYLAND SHEPARDSON SCHOLARSHIP Established 1937	Awarded to a student showing proficiency in courses of American History.
FLORA DODSON SKIPP SCHOLARSHIP Established 1973	Awarded to gifted students in Music.
GAYLE INGRAHAM SMITH SCHOLARSHIP Established 1967	Awarded to students majoring in violin or piano.
STEPHEN D. TUTTLE MEMORIAL SCHOLARSHIP Established 1963	Awarded to a student designated as most worthy of the honor in Music.
JEANNE VAIL SCHOLARSHIP Established 1979	Awarded to meritorious Fine Arts students.
MARGARET ANN WATKIN SCHOLARSHIP Established 1974	Awarded as general scholarship for students in the Department of Biology.
ROY L. & REBECCA PORTER WELLS SCHOLARSHIP Established 1985	Awarded to incoming Freshmen who anticipate majoring in a Science.
EDWARD A. WRIGHT THEATRE ARTS SCHOLARSHIP Established 1962	Awarded to students showing special talent in Theatre Arts.
FRANK J. WRIGHT MEMORIAL SCHOLARSHIP Established 1989	Awarded to Geology/Geography majors demonstrating outstanding scholarship at the end of the junior year.

Need-Based Preministerial Scholarship Funds

CHARLES EDWIN BARKER SCHOLARSHIP Established 1949	Awarded to students preparing for the Ministry.
WILLIAM HOWARD DOANE SCHOLARSHIP Established 1915	Awarded to students preparing for the Ministry.

M. E. GRAY SCHOLARSHIP Established 1888	Awarded to students who have a call to the Ministry.
ABIGAIL T. HOUCK SCHOLARSHIP Established 1899	Awarded to educate young men for the Baptist Ministry.
JOSHUA & GWENNIE JONES SCHOLARSHIP Established 1915	Awarded to educate young men for the Baptist Ministry.
MARY KEOKEE MONROE SCHOLARSHIP Established 1887	Awarded to students electing to enter the Baptist Ministry.
DAVID THATCHER SCHOLARSHIP Established 1891	Awarded to needy young men studying for the Ministry.

Need-Based Scholarship Funds

MOLLIE ABER ENDOWED SCHOLARSHIP Established 1992	Awarded to students with financial need
THE GEORGE I. ALDEN SCHOLARSHIP Established 1986	Awarded to highly qualified students with financial need.
ROBERT C. & CAROL G. ALEXANDER SCHOLARSHIP Established 1966	Awarded to students with financial need.
JOHN W. AND MARY ANDERSON ALFORD ENDOWED PROGRAM FOR INTERNATIONAL STUDENTS Established 1983	Support for international students with preference to those from the Far East.
ALUMNI MEMORIAL SCHOLARSHIP Established 1972	Awarded to students with financial need.
AMERICAN BAPTIST CONVENTION SCHOLARSHIP Established 1960	Awarded to students with financial need.
AMERICAN COMMONS CLUB SCHOLARSHIP Established 1970	Awarded to students with financial need.
ROBERT AND MARION E. BALL SCHOLARSHIP Established 1994	Awarded to students with financial need, preferably from upstate New York or Minnesota.
TURPIN C. AND CHARLOTTE THOMAS BANNISTER SCHOLARSHIP Established 1989	Awarded to students with financial need who demonstrate significant academic promise and interest. Descendants receive preferential treatment.
EUGENE J. & MARGARET GOOCH BARNEY SCHOLARSHIP Established 1969	Awarded to students with financial need.
WILLIAM T. & MAUDE FIRTH BAWDEN SCHOLARSHIP Established 1964	Awarded to students with financial need.
CONNIE AND FRANCIS BAYLEY SCHOLARSHIP Established 1991	Awarded to Students with financial need.
ANNA B. BEATTIE SCHOLARSHIP Established 1966	Awarded to students with financial need.
BLANCHE D. BEATTIE SCHOLARSHIP Established 1962	Awarded to students with financial need.
JOHN W. BEATTIE SCHOLARSHIP Established 1962	Awarded to students with financial need.

FREDERICK P. & MARY T. BEAVER SCHOLARSHIP Established 1943	Awarded to students with financial need.
MARY F. & FRED W. BENJAMIN MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
ERNEST C. & MARIE T. BRELSFORD SCHOLARSHIP Established 1963	Awarded to students with financial need.
MILLARD BRELSFORD MEMORIAL SCHOLARSHIP Established 1951	Awarded to students with financial need. who are members of the Baptist faith.
BRICKER SCHOLARSHIP Established 1972	Awarded to students with financial need.
SAMUEL B. BRIERLY MEMORIAL SCHOLARSHIP Established 1938	Awarded to students with financial need.
SUSAN BROADHURST SCHOLARSHIP Established 1997	Awarded to students with financial need.
BURRITT JOHNSTON BROTHERTON MEMORIAL SCHOLARSHIP Established 1973	Awarded to students with financial need.
LESTER C. & NELL S. BUSH SCHOLARSHIP Established 1944	Awarded to students with financial need.
HAROLD AND MARY E. CAIN SCHOLARSHIP Established 1980	Awarded to students in Music.
CARNAHAN-JACKSON SCHOLARSHIP Established 1986	Awarded to studentswith financial need who are majoring in the Humanities, with first preference given to students from Jamestown and western New York area.
WELLS A. & CYNTHIA ALDRICH CHAMBERLAIN SCHOLARSHIP Established 1920	Awarded to students with financial need.
WILLIS A. & FRANCES W. CHAMBERLIN SCHOLARSHIP Established 1941	Awarded to students of high scholarship majoring in the Humanities.
DAVID A. CHAMBERS SCHOLARSHIP Established 1986	Awarded to students with financial need.
EDWARD AND JOHN CHERNEY FUND Established 1995	Awarded to students with financial need.
CLASS OF 1912 SCHOLARSHIP Established 1972	Awarded to students with financial need.
CLASS OF 1913 SCHOLARSHIP Established 1938	Awarded to students with financial need with preference to children of class members.
CLASS OF 1917 WAR MEMORIAL SCHOLARSHIP Established 1937	Awarded to students with financial need with preference to children of class members.
CLASS OF 1924 SCHOLARSHIP	Awarded to students with financial need.
CLASS OF 1926 SCHOLARSHIP Established 1976	Awarded to students with financial need.
CLASS OF 1927 SCHOLARSHIP Established 1977	Awarded to students with financial need.

CLASS OF 1928 SCHOLARSHIP Established 1928	Awarded to students with financial need.
CLASS OF 1929 SCHOLARSHIP Established 1939	Awarded to students with financial need with preference to children of class members.
CLASS OF 1932 50TH REUNION GIFT	Awarded to students with financial need.
CLASS OF 1934 ENDOWED SCHOLARSHIP FUND Established 1984	Awarded to students with financial need.
CLASS OF 1937 SCHOLARSHIP Established 1987	Awarded to students with financial need.
CLASS OF 1938 SCHOLARSHIP Established 1988	Awarded to students with financial need
CLASS OF 1940 SCHOLARSHIP Established 1991	Awarded to students with financial need.
CLASS OF 1941 SCHOLARSHIP Established 1991	Awarded to students with financial need.
CLASS OF 1942 SCHOLARSHIP Established 1993	Awarded to students with financial need.
CLASS OF 1944 SCHOLARSHIP Established 1995	Awarded to students with financial need.
CLASS OF 1947 SCHOLARSHIP Established 1999	Awarded to students with financial need.
ELIZABETH PLATT CLEMENTS SCHOLARSHIP Established 1975	Awarded to students with financial need.
EDWARD TAYLOR CLISSOLD MEMORIAL SCHOLARSHIP Established 1948	Awarded to students with financial need
TRISTRAM P.COFFIN SCHOLARSHIP Established 1993	Awarded to juniors/seniors with financial need who are making good academic progress
BLANCHE LEMERT COPELAND SCHOLARSHIP Established 1947	Awarded to students with financial need with preference given to students from Crawford County, Ohio.
GERALDINE CROCKER SCHOLARSHIP Established 1968	Awarded to students in areas related to speech aid.
LIONEL G. CROCKER ENDOWED SCHOLARSHIP Established 1988	Awarded to a rising senior majoring in Communication with demonstrated financial need.
JAMES P. HUTCHINSON/KATHERINE AND FREDERICK CRAWFORD SCHOLARSHIP Established 1988	Awarded to students with financial need, preferable to descendants of John and Martha Coolidge.
SAMUEL S. AND JEANETTE ALBIEZ DAVIS WORK SCHOLARSHIP Established 1988	Awarded to student workers on the staff of Denison University primarily in facility renewal and grounds conservation and improvement.
ALBERT W. & IDA C. DAVISON SCHOLARSHIP Established 1981	Awarded to a Chemistry major with financial need who intends to enter the teaching profession.

JOHN H. DOYLE SCHOLARSHIP Established 1928	Awarded to worthy students from Toledo, Ohio.
MILTON P. ELBERFELD SCHOLARSHIP Established 1970	Awarded to students who have obtained a high level of achievement in both scholarship and athletics.
ELIZABETH S. EWART SCHOLARSHIP Established 1924	Awarded to students with financial need.
FRANK C. EWART MEMORIAL SCHOLARSHIP Established 1951	Awarded on the basis of financial need to students who are qualified Christians.
THOMAS EWART FUND SCHOLARSHIP Established 1977	Awarded to students with financial need.
MINNIE FARNER-MILLER SCHOLARSHIP Established 1958	Awarded to students with financial need.
LELIA MILWARD FIRTH SCHOLARSHIP Established 1962	Awarded to students with financial need.
RAY C. FISH SCHOLARSHIP Established 1961	Awarded to students with financial need.
DONALD R. FITCH SCHOLARSHIP Established 1988	Awarded to students with financial need with preference to members of Gamma Xi Chapter of Kappa Sigma Fraternity.
WALTER LEROY FLORY SCHOLARSHIP Established 1951	Awarded to a senior showing great promise of professional success and leadership based on scholastic record.
DORA A. FORSYTHE SCHOLARSHIP Established 1949	Awarded to students with financial need.
CLARENCE L. FOX MEMORIAL SCHOLARSHIP Established 1948	Awarded to students with financial need with priority to children or grandchildren of Clarence Fox.
ROBERT K. FOX SCHOLARSHIP Established 1945	Awarded to students with financial need.
OLIVE A. FRANZ MEMORIAL SCHOLARSHIP Established 1979	Awarded to students with financial need.
DOUGLAS A FREEDMAN ENDOWED SCHOLARSHIP Established 1991	Awarded annually to a student who demonstrates financial need.
THE GAR FOUNDATION SCHOLARSHIP Established 1985	Awarded to highly academically qualified students with financial need from the Akron area or N.E. Ohio.
GENERAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
FLORENCE GENTILI SCHOLARSHIP Established 1997	Awarded to a female student from Chicago with financial need.
ROBERT AND NANCY GOOD SCHOLARSHIP FOR MINORITY STUDENTS Established 1984	Awarded to freshmen minority students financial need.
STEVE R. GORDY AND PATRICIA LEONARD GORDY SCHOLARSHIP Established 1986	Awarded to two (2) students with financial need pursuing a course of study in the Humanities in the names of Steve R. and Patricia Leonard Gordy respectively.

DAVID E. GREEN MEMORIAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
ARTHUR GREGORY MEMORIAL SCHOLARSHIP FUND Established 1984	Awarded to students with financial need.
PAUL AND JILL GRIESSE SCHOLARSHIP Established 1993	Awarded to students with financial need from India
VIRGINIA L. GRIGSBY SCHOLARSHIP Established 1986	Awarded to students with financial need.
G. O. GRISWOLD SCHOLARSHIP Established 1945	Awarded to students with financial need.
ROBERT F. & MARGARET E. HAMILTON SCHOLARSHIP Established 1988	Awarded to students with financial need.
DR. LAURA C. HARRIS SCHOLARSHIP Established 1990	Awarded to women with financial need in science, English and music.
DAVID C. & JUNE ROBION HAYNES SCHOLARSHIP Established 1981	Awarded to students with financial need.
EDWARD F. HEEKIN JR. MEMORIAL SCHOLARSHIP Established 1996	Awarded to students with financial need
PAUL E. HENDERSON Established 1973	Awarded to students with financial need.
MARGARET B. HENDRICHS SCHOLARSHIP Established 1985	Awarded to students with financial need.
ALBERT M. HIGLEY MEMORIAL SCHOLARSHIP Established 1971	Awarded to students with financial need.
KKH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
TAH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
WAH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
DAVID TIN HLA MEMORIAL SCHOLARSHIP Established 1965	Awarded to students with financial need.
FREDERICK HOLDEN SCHOLARSHIP Established 1994	Awarded to Geology/Geography majors with financial need.
MASUO S. AND KIYO A. HOSHIDE MEMORIAL SCHOLARSHIP Established 1946	Awarded to students with financial need.
STANLEY HUFF SCHOLARSHIP Established 1997	Awarded to minority students with financial need.
HUFFMAN ESTATE SCHOLARSHIP Established 1986	Awarded to students with financial need.
BLANCHE McCOY HUMPHREYS SCHOLARSHIP Established 1955	Awarded to students with financial need.
H. RHODES HUNDLEY MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.

LELIA NICHOLS SCHOLARSHIP Established 1971	Awarded to an Ohio resident who writes the best essay on the history of the State of Ohio.
LAVERNE NOYES FOUNDATION SCHOLARSHIP Established 1938	Awarded to descendants of World War I Army and Navy personnel.
MARY JANE OESTMANN ENDOWED FUND Established 1991	Awarded to a junior or senior student demonstrating academic achievement and financial need, first preference to a student with financial need majoring in mathematical or physical sciences.
JOHN AND ELIZABETH O'NEILL SCHOLARSHIP Established 1997	Awarded to students with financial need; first preference to students from Ohio
FRANK C. ONSTOTT SCHOLARSHIP Established 1966	Awarded to students with financial need.
PEABODY INTERNATIONAL CORP. ENDOWED SCHOLARSHIP Established 1981	Awarded annually to students with financial need; first preference to members of Peabody International employee families.
RICHARD D. PERKINS MEMORIAL SCHOLARSHIP Established 1977	Awarded to students with financial need.
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ALLEN T. PRICE MEMORIAL SCHOLARSHIP FUND Established 1983	Awarded to students with financial need with preference to history majors.
WELSH HILLS PRICES SCHOLARSHIP Established 1924	Awarded to students preparing for Christian service.
CHARLES W. PRINE AND FAMILY SCHOLARSHIP Established 1980	Awarded to students with high academic promise and financial need from a rural or farm area in Ohio or Pennsylvania.
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MARTHA GRACE REESE AND THEKLA R. SHACKELFORD THEATRE SCHOLARSHIP Established 1973	Awarded to Theatre-oriented students.
MRS. HARRIETT ROSE BEAM RICKETTS AND JAMES T. RICKETTS SCHOLARSHIP Established 1997	Awarded to students with financial need.
CAROL REED MEMORIAL SCHOLARSHIP Established 1983	Awarded to students with financial need.
JOAN ROBINSON SCHOLARSHIP Established 1986	Awarded to junior or senior women who best exemplify the role of women in furthering the free enterprise system.
CONRAD E. RONNEBERG SCHOLARSHIP Established 1956	Awarded to foreign students on the basis of financial need.
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EDSON RUPP MEMORIAL SCHOLARSHIP Established 1961	Awarded to students with financial need.

JAMES B. SAYERS, JR. MEMORIAL SCHOLARSHIP Established 1970	Awarded to students with financial need.
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ROBERT SEPESSY SCHOLARSHIP Established 1994	A renewable fund awarded to an incoming first-year student with financial need.
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LEWIS NEWTON THOMAS III MEMORIAL SCHOLARSHIP Established 1974	Awarded as a general scholarship.
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CHAPLAIN THOMAS B. VAN HORNE MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
S. RICHARD VAN HORNE MEMORIAL SCHOLARSHIP FUND Established 1983	Awarded to students with financial need with preference to descendents of S. Richard Van Horne and children of employees of Corrugated Supplies Corp.
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Awarded to student athlete preferably a basketball player with financial need.

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For more detailed information on methods of financing your Denison education, visit the Office of Financial Assistance and Student Employment in Beth Eden House. You may also write or call: Office of Financial Aid and Student Employment

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L. Joy Sperling (1989-), Assoc. Professor of Art
M.A., M.F.A, Edinburgh U.; Ph.D., U. of California, Santa Barbara

Jules Steinberg (1972-), Professor of Political Science
A.B., U. of California, Berkeley; M.A., Ph.D., U. of Wisconsin

R. Elliott Stout (1966-), Professor of Cinema
B.A., M.A., Ph.D., Ohio State U.

Philip E. Stukus (1968-), Professor of Biology
B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America

Becky C. Talyn (2001-), Asst. Professor of Biology
B.A., U. of California, Santa Barbara; Ph.D., U. of Maine

Michael S. Tangeman (2001-), Instructor of Modern Languages
B.A., Denison U.; M.A., Ohio State U.

Bahram Tavakolian (1979-), Professor of Sociology/Anthropology
A.B., M.A., Ph.D., U. of California, Los Angeles

Samuel J. Thios (1972-), Professor of Psychology
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Robert Thorn (1997-), Asst. Professor of Biology
B.S., U. of Wisconsin, Madison; Ph.D., U. of Washington

Ann Townsend (1992-), Assoc. Professor of English
B.A., Denison U.; M.A., Ph.D., Ohio State U.

Marlene Tromp (1997-), Assoc. Professor of English
B.A., Creighton U.; M.A., U. of Wyoming; Ph.D., U. of Florida

Mary Tuominen (1993-), Assoc. Professor of Sociology/Anthropology
B.A., Western Washington U.; M.A. Seattle U.; Ph.D., U. of Oregon

Cynthia Turnbull (1996-), Assistant Professor of Theatre
B.S., Nebraska Wesleyan U., M.F.A., U. of Texas, Austin

Harold Van Broekhoven (1991-), Assoc. Professor of Religion
B.A., Wheaton College; Ph.D., Boston University

Mary Lee Van Meter (1998-), Instructor of Economics, part-time
B.A., M.A., Ohio State U.

James Van Reeth (1996-), Affiliated Studio Instructor in Music
B.M., Queens College, City U. of New York

Steven Vogel (1984-), Professor of Philosophy
B.A., Yale U.; M.A., Ph.D., Boston U.

C. Wesley Walter (1996-), Assoc. Professor of Physics and Astronomy
B.S., U. of Dallas; M.A., Ph.D., Rice U.

Hillary Warren (2000-), Asst. Professor of Communication
B.A., California State U.; M.A., Ph.D., U. of Texas, Austin

Anita Waters (1992-), Assoc. Professor of Sociology/Anthropology
B.A., Mary Washington College; M.A., M.Phil., Ph.D., Columbia U.

Michael D. Westmoreland (1990-), Assoc. Professor of Mathematics and Computer Science
B.A., Rice U.; Ph.D., U. of Texas

Kevin J. Wetmore (1999-), Asst. Professor of Theatre
B.A., Bates College; M.A., U. of Leeds; Ph.D., U. of Pittsburgh

Kevin Wines (2000-), Affiliated Studio Instructor of Music
B.M., M.A., M.M., Ohio State U.

Eric Winters (1999-), Asst. Professor of Physical Education
B.A., Otterbein College; M.S., Ohio U.

Raymond Wise (2000-), Affiliated Studio Instructor of Music
B.F.A., Denison U.; M.A., Ohio State U.

David O. Woodyard (1960-), Charles and Nancy Brickman Distinguished Service Chair and Professor of Religion
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt U.

Charles M. Wyatt (1999-), Asst. Professor of English
B.M., Curtis Institute of Music; M.M., Philadelphia Musical Academy; M.F.A., Warren Wilson College

Kok Fooi Yong (1991-), Asst. Professor of Art, part-time
B.A., Denison U.; M.A., Ohio State U.

Andrea Ziegert (1997-), Assoc. Professor of Economics
B.S., M.A., Miami U.; Ph.D., U. of North Carolina, Chapel Hill

ADMINISTRATION

Senior Staff

Dale T. Knobel, 1998 - President
B.A., Yale U.; Ph.D., Northwestern U.

David R. Anderson, 1999 - Provost
B.A., St. Olaf College; Ph.D., Boston College

C. Keith Boone, 1986 - Associate Provost
B.A., St. Meinrad College; M.A., Indiana U.; Ph.D., Emory U.

Julia Beyer Houpt, 2001- Vice President for University Resources and Public Affairs
B.A., Denison U.; J.D., U. of Southern California

Seth Patton, 1979 - Vice President of Finance and Management
B.S.Ed., M.S.Ed., Bowling Green State U.

Perry H. Robinson, 1988 - Director of Admissions
A.B., Ripon College; M.S., U. of Wisconsin

Samuel J. Thios, 1972 - Vice President of Student Affairs and Dean of Students
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Academic Support

Jennifer Grube-Vestal, 1999 - Associate Dean of Students/Director of Academic Support
B.A., Miami U.; M.A., Ohio State U.

Eric R. Almonte, 1999 - Assistant Dean of Academic Support
B.A., J.D., State U. of New York at Buffalo

Admissions

Christopher Cowie, 1997- Senior Assistant Director of Admissions
B.A., Bowling Green State U.; M.Ed., U. of Toledo

Nancy E. Gibson, 1997 - Senior Associate Director of Admissions
B.A., Capital U.

Michael S. Hills, 1994 - Senior Associate Director of Admissions/Coordinator of Volunteer Management
B.A., Hartwick College; Ed.M., Harvard U.

Sarah H. Leavell, 1989 - Senior Associate Director of Admissions
A.B., Mt. Holyoke College

Ann Marie McIntyre, 1997- Assistant Director of Admissions
B.A., Denison U.

Ben Pickrell, 1998 - Assistant Director of Admissions
B.A., Denison U.

Janet T. Schultz, 1990 - Senior Associate Director of Admissions
B.A., University of Chicago; M.A., U. of Texas-Austin

Kim Showman, 1995- Manager of Internal Operations
B.S., Franklin U.

Tara Sims, 1999 - Admissions Counselor
B.A., Denison U.

Affirmative Action

Lakesia D. Johnson, 1997 - Director of Affirmative Action
A.B., Smith College; M.A., J.D., Ohio State U.

John W. Alford Center for Service-Learning

David T. Ball, 1997- Director of Religious Life and Service Learning
B.A., Ohio Wesleyan U.; M.Div., Boston U. School of Theology; J.D., School of Law (Boalt Hall), U. of California, Berkeley; Ph.D., Graduate Theological Union

Carol P. Whitt, 1997 - Coordinator of Service-Learning
B.A., Otterbein College

Joseph D. Kennedy, 2000 - Coordinator of AmericaReads and First Mentors
B.A., U. of Iowa

Art Gallery

Merijn van der Heijden, 1998 - Acting Gallery Director
A.B.V., Academy of Fine Arts and Art Education, Tilburg, The Netherlands; M.F.A., Ohio State U.

Athletics, Physical Education & Recreation

Larry Scheiderer, 1991- Director of Athletics, Physical Education & Recreation
B.S., Ohio U.; M.A., Central Michigan U.; Ph.D., Ohio U.

Stephani Brzezowski, 2001 - Head Women's Lacrosse and Asst. Field Hockey Coach
B.S., M.A., Ohio State U.

Peter Burling, 1989 - Men's and Women's Tennis Coach
U.S.P.T.A. Level 1

Barry Craddock, 1999 - Baseball Coach
B.A., College of Wooster

Charles Griffiths, 1998 - Asst. Swimming Coach
B.A., Denison U.

Michael Lentz, 1999 - Sports Information Director
B.A., Ohio State U.

Kendra Marlowe, 1999 - Asst. Volleyball and Asst. Softball Coach
B.A., Principia College

Kathleen Oves, 2000 - Asst. Swimming Coach
B.A., Denison U.

Paula Soteriades, 2000 - Head Field Hockey and Asst. Women's Lacrosse Coach
B.S., Ohio U.

Dennis Stewart, 1993 - Asst. Football and Asst. Men's Lacrosse Coach
B.S., Drexel U.

Don Vandygriff, 2000 - Asst. Football Coach
B.S., M.A., Union College

Auxiliary and Risk Management Services

Michael O. Frazier, 1983- Director of Auxiliary and Risk Management Services
B.A., M.S., Northern Illinois U.

Bookstore

Joseph E. Warmke, 1991- Manager of Bookstore
B.B.A., M.A., Ohio U.

Campus and Residential Life

Sarah B. Westfall, 2000- Associate Dean of Students
B.A., DePauw U.; M.S., Ph.D., Indiana U.

Amy Franklin-Craft, 1998 - Asst. Dean of Students/Director of Housing and Residential Life
B.A., M.S., West Chester U.

Rebecca Fletcher, 1998- Asst. Dean of Students/Director of Judicial Affairs/ Area Coordinator, North Quad
B.S., State U. of New York at Brockport; M.Ed., Syracuse U.

Greg Phlegar, 1997- Area Coordinator, East Quad
B.A. College of Wooster.; M.Ed., U. of Louisville

Jill Engel-Hellman, 1999- Area Coordinator, West Quad
B.S., Allegheny College; M.Ed., U. of Maryland

Bud Walkup, 1999 - Coordinator for Drug and Alcohol Education
B.A., Capital U.; M.Ed., Ohio State U.

Career Services

Pamela Allen, 1999 - Director of Career Services and Pre-Professional Adviser
B.A., M.Ed., Wichita State U.
Stew Peckham, 2000- Assoc. Director of Career Services
State University College at Oswego, N.Y.; M.Ed., Ohio U.
Lisa Beveridge-Fouts, 2000 - Asst. Director of Career Services (part-time)
B.A., Baylor U.; M.A., U. of Notre Dame

Computing Services

Joseph L. Fleming, 1987- Director, Computing Services
B.A., Albion College; M.A., Ph.D., U. of Michigan

Janell K. Baran, 1998- Web Services Coordinator
B.A., St. Olaf College; M.A., U. of California San Diego

Teresa L. Beamer, 1981- Network and Systems Manager
B.B.A., Pacific Lutheran U.

Anne Crowley-Hatton, 2001- Instructional Technologist
B.A., John Carroll U.; M.I.A., Carleton U.

Douglas Davenport, 2000- Database Administrator
B.B.A., Kent State U.; M.B.A., Ashland U.

Judith deVore, 1988- Associate Director, Administrative Computing
B.S., M.A., U. of Oregon

Cheryl Johnson, 1999- Instructional Technologist and Director of the Modern Language Learning Lab.
B.A., Kenyon College; M.A., U. of Kansas

Kevin Peters, 2000- Technical Services Manager
B.M.E., The Ohio State U.

D. Charles Reitsma, 1988- Systems Engineer
B.S., Wheaton College (Illinois)

David Selby, 1995- Support Services Manager

Scott Siddall, 1999- Director of Instructional Technology and Asst. Provost for Instructional Resources
A.B., Case Western Reserve U.; Ph.D., Rosenstiel School of Marine and Atmospheric Science

Kevin L. Stultz, 1997- Technical Services Manager
B.S., Rose Hulman Institute of Technology; M.S., U. of Alabama Huntsville

Dining Services

William J. Clapp, 1988- Resident District Manager

Carol Boyd, 1991 - General Manager

Finance and Management

Michael R Horst, C.F.A., 1996 - Director of Finance
B.A., Grove City College; M.B.A., Miami U.

Cathy M. Untied, C.P.A., 1991- Controller
B.S., Miami U.

Financial Aid and Student Employment

Nancy Hoover, 1994- Director of Financial Aid
B.A., Blue Mountain College; M.Ed., U. of Mississippi

Susan Kannenwischer, Assoc. Director of Financial Aid
B.A., Concordia College

Ken McHone, 2000- Financial Aid Counselor
B.A., The Ohio State U.

The First-Year Program

Donald G. Schilling 1997- Dean of First-Year Students
B.A., DePauw U.; Ph.D., U. of Wisconsin, Madison

Health Center and Counseling Center

Jeffrey W. Pollard, 1982- Director of Counseling and Health Services
B.S., M.S., Old Dominion U., Ph.D., U. of Virginia, Charlottesville; Diplomate, American Board of Professional Psychology

Charles Marty, 1984- Medical Director and University Physician
B.S., M.D., The Ohio State U.

Sonya M. Turner, 1997- Asst. Director of Counseling Services
B.A., Lake Forest College; Psy.D., Illinois School of Professional Psychology

Sandra Jump, 1984- Coordinator of Health Services
R.N., Riverside-White Cross School of Nursing; College Health Certification, ANCC

Steven L. Anderson, 1999- Staff Psychologist
B.S., The Ohio State U.; M.B.A., Capital U.; M.A., Ph.D., Ohio State U.

Mary Thurlow-Collen, 1997- Certified Adult Nurse Practitioner
R.N., Presbyterian Hospital School of Nursing; B.S.N., East Carolina U.; M.S.N., Pace U.; N.P., Ohio State U.

Human Resources

William C. Acklin, 1976- Director of Human Resources
B.S., Ohio State U.; M.B.A., U. of Dayton

James P. Ables, 1995- Associate Director of Human Resources
B.A., Buffalo State College; M.A., U. of Akron

Library

Lynn Scott Cochrane, 2000- Director of Libraries
B.A., U. of North Carolina-Charlotte; M.S., Catholic U. of America; Ph.D., Virginia Polytechnic Inst. and State U.

Cara Gilgenbach, 2000- University Archivist and Special Collections Librarian
B.A., College of Wooster; M.L.S., Kent State U.

Kevin Furniss, 2000- Cataloging/Systems Support Librarian
B.Ed., U. of Alberta; M.L.I.S., U. of Alberta

Earl Griffith, 1989- Head of Collection Development/Reference Librarian
B.A., Morehead State U.; M.L.S., U. of Kentucky; M.A., Bowling Green State U.

Joann Hutchinson, 1981- Electronic Resources Librarian/ Reference Librarian
B.A., M.L.S., Indiana U.

Mary Prophet, 1980- Head of Reference/Head of Documents
B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.

Susan Scott, 1996- Library Instruction Coordinator/Reference Librarian
B.S., M.A., Ohio State U.; M.L.S., Kent State U.

Ann Watson, 1997- Head of Interlibrary Loan/Reference Librarian
B.A., West Virginia U., M.L.S., Kent State U.

Multicultural Affairs

Betty M. Lovelace, 1990- Director of Multicultural Affairs
B.S., M.S., North Carolina A&T State U.; Ed.D., Virginia Polytechnic Institute & State U.

Off-Campus Study

Patti Brown, 1990- Assistant Dean for Off-Campus Study
B.A., Hope College

Physical Plant

Arthur J. Chonko, 1996- Director of Physical Plant
B.S.M.E., Ohio U.; P.E.

Purchasing

Veronica M. Hintz, 1990- Director of Administrative Services

Registrar

Larry R. Murdock, 1971- Registrar
B.A., Waynesburg College; M.A., Ohio U.

Religious Life

David T. Ball, 1997- Director of Religious Life and Service Learning
B.A., Ohio Wesleyan U.; M.Div., Boston U. School of Theology; J.D., School of Law (Boalt Hall), U. of California, Berkeley; Ph.D., Graduate Theological Union
Paul Enke, 2000- Roman Catholic Chaplain
B.A., College of St. Charles Borromeo; M.Div., Atheneum of Ohio - Mt. St. Mary's of the West
David O. Woodyard, 1960- Adjunct Chaplain
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School
Beth L. Walter, 1999 - Jewish Fellowship Co-Adviser
B.S., Rutgers; M.P.T., Emory U.
C. Wesley Walter, 1999 - Jewish Fellowship Co-Adviser
B.S., U. of Dallas; M.A., Ph.D., Rice U.
John L. Jackson, 1974 -
B.S., Miles College; M.Div., Harvard Divinity School, Ph.D., Ohio State U.

Security and Safety

Garret Moore, 1999- Chief Campus Security and Safety
B.S., M.P.A., U. of Delaware

Slayter Union/Student Activities

John F. Beckman, 1995- Assistant Dean of Students/Director of Slayter Union and Student Activities
B.A., Creighton U., M.S., Emporia State U.

Michael Layish, 2000- Assistant Director of Student Activities for Leadership
B.A., J.D., Duke U.

Joseph Gutowski, 2000- Assistant Director of Student Activities for Programming
B.S., M.A., U. of Michigan

University Resources and Public Affairs

Kimberly D. Andes, 1996 - Associate Director of Annual Programs
B.S., B.A., Ashland U.; M.Ed., U. of Akron

Lyn B. Boone, 1988- Director of Alumni Affairs
A.B., M.A., Indiana U.

Jonathan Bridge, 1990- Senior Development Officer
B.A., Denison U.

Stewart B. Dyke, 1983- Director of Public Affairs
B.J., U. of Missouri

Roberta J. Falquet, 1989- Senior Development Officer
B.S., Bowling Green State U.

John R. Hire, 1974- New Media Editor
B.S., Denison U.

Susan Stoner Leithauser, 1999- Associate Director of Alumni Affairs
B.A., Denison U.

Marion M. Massa, 1989- Director of Information Management
B.A., Denison U.

Karen E. McPeak, 1999 - Stewardship Coordinator
B.A., Capital U.

Fleur W. Metzger, 1986- Publications Editor
B.S., Northwestern U.

J. Phil Samuell, 1986- Associate Director of Public Affairs
B.A., Marshall U.

William J. Seegers, 1981- Director of Development
B.A., Hampden-Sydney College; M.A., Princeton U.

Robert G. Seith, 1978-84, 1989- Advancement Communications Manager
B.A., Denison U.; M.A., U. of Arkansas

Gregory J. Sharkey, 1995- Senior Development Officer
B.A., Denison U.; J.D., Villanova U.

Curtis A. Thompson, 1979- Director of Major and Planned Giving
B.S., Northern State University; M.S., U. of Oregon

Andrew J. Whittier, 1997- Director of Annual Fund
B.A., St. Lawrence U.

Mariah A. Wright, 2000 - Asst. Director of the Annual Fund
B.A., Hiram College

Women's Programs

Lakesia Johnson, 1997- Director
A.B., Smith College; M.A., J.D., Ohio State U.

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As mandated by Title II of the Higher Education Act, 1998

THE QUALITY OF TEACHER PREPARATION
DEPARTMENT OF EDUCATION
DENISON UNIVERSITY
1999-2000

The mission of the Denison Department of Education is to prepare 7-12 and P-12 content-area teachers who think critically about teaching and learning in the context of contemporary society and who act in all dimensions of teaching and learning according to the highest standards of the profession. The department is committed to developing in students an appreciation of the power of learning to *transform* people and society. We see ourselves acting in concert with the Denison University mission statement that emphasizes autonomous thought, moral agency, and active citizenship for all Denison students. Each student in the college, and therefore also in the Department of Education, is to become informed broadly by the liberal arts, grounded in one or more chosen disciplines, and capable of thinking across disciplines. The college's focus on active learning and engagement in the liberal arts grows out of a profound belief in the *transformative power of education.*

The course of study is designed to support students in making their way toward becoming autonomous, humane teachers capable of taking responsible *action* by asking them to examine:

their own intellectual and social growth *(inquiry);*
the growth that emerges from the relationship between the student and the teacher *(experience);*
theories and theory-making in relation to the processes and content of their teaching *(reflection) ;*
the historic, political, sociological, psychological, economic, and philosophic roots of the U. S. education system *(multiplicity and social justice).*

The course of study is deliberately conscious of the college's vision that students' lives be based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious, or economic barriers. The goal is that our students go into the world equipped to be teachers who can analyze both the individual learner and the systems within which education takes place in order to stimulate *transforming action.* Furthermore, they should be teachers who can think and act ethically concerning equality, equity, justice, freedom of thought, peacemaking, and fair distribution of resources and opportunities.

ENTRANCE REQUIREMENTS

A five-step procedure has been adopted for the admission of students to the Teacher Education Program:

Step 1: The student confers with a member of the Department of Education about the program and requirements, completes an application form, and submits it for review by the Committee on Teacher Education.

Step 2: Before the interview with the Committee on Teacher Education takes place, a student must take a standardized mathematics test of basic skills, an English diagnostics test, and write a short essay in the department office. A choice of topics will be provided at that time.

Step 3: The student is encouraged to initiate a self-assessment of personal attributes, aptitudes, interests, and attitudes through a variety of counseling and testing resources at the Counseling Center and Career Development Center.

Step 4: The student obtains a letter of recommendation from a Denison University faculty member in his or her teaching field.

Step 5: The student interviews with the Committee on Teacher Education to discuss interests and plans. Evaluation of the student candidate is based on the following criteria:

A. Completed application form.
B. Pursuit of an educational program which would not preclude teacher licensure.
C. A written essay, a standardized mathematics test of basic skills and an English usage test to be completed in the department office under supervised conditions.
D. Personal qualities indicative of future success as a teacher—verbal skills, rapport, sociability, attitudes toward others, self-concept, emotional status, influence on others, imagination, personal work habits, student centeredness). Evaluation of these qualities will be determined by the individual assessments of the Committee on Teacher Education during the interview.
E. Subject matter competence as determined by a guideline standard of 2.50 overall grade point average and a 3.0 grade point average in the major teaching field.
F. Letter of recommendation from a Denison University faculty member in the applicant's teaching field.

TOTAL NUMBER OF STUDENTS FORMALLY ENROLLED 1999-2000: 31

	MALE		FEMALE	
	Number	Percent	Number	Percent
White	10	32%	17	54%
African American			02	06%
Asian American	01	03%	01	03%

Average GPA
of those making application to teacher education in 1999-2000: 3.33
of those formally admitted to teacher education in 1999-2000: 3.33

ACCREDITATION/APPROVAL:
North Central Association of Colleges and Schools;
Ohio State Board of Education

NUMBER OF WEEKS IN SUPERVISED STUDENT TEACHING BY LICENSURE AREA:
AYA licenses, 10-12 weeks of supervised student teaching;
Multi-age licenses, 10-12 weeks of supervised student teaching

NUMBER OF FULL-TIME PROFESSIONAL EDUCATION FACULTY SUPERVISING STUDENT TEACHING: 1

NUMBER OF PART-TIME PROFESSIONAL EDUCATION FACULTY SUPERVISING STUDENT TEACHING: 3

TOTAL NUMBER OF HOURS IN CLINICAL/FIELD EXPERIENCE: *Student teaching: 400-480*

Average number of hours per week required of students participating in supervised student teaching was 40 hours.
The total number of weeks of supervised student teaching required is 10-12 weeks.
Total number of hours required is 400 hours.
Other field and clinical experience resulting from courses and other requirements prior to student teaching is 300 hours. Field experience in area schools is integrated into the curriculum throughout the teacher education program.

STUDENT TEACHER/FACULTY RATIO: 3:1

EXIT REQUIREMENTS

Students enrolled in the teacher education program are reviewed for retention in the Teacher Education Program each year on the following:

A. Coursework - a 2.5 cumulative average and a 3.0 average in the student's major should be maintained to remain in good

standing in the program.

B. Clinical Experiences - Completed reports should indicate a student's grasp of pertinent educational information.

C. Field-Based Experiences - Evaluations by classroom teachers should indicate that the education student is performing successfully in school settings.

D. Evaluations - During their junior year, students are to submit three written evaluations: two from faculty members (one in teaching major and one outside) and one from a student.

Program completers must:
earn at least 127 semester hours of credit;
successfully complete the general education program of the college;
successfully complete the education major and a major in another discipline (usually the teaching field).

NUMBER OF PROGRAM COMPLETERS 1999-2000: 13

	MALE		FEMALE	
	Number	Percent	Number	Percent
White	03	23%	08	61%
African American			01	07%
Asian			01	07%

NUMBER OF EDUCATION PROGRAM COMPLETERS BY TEACHING FIELD

Biological Science (7-12)	*2*
English (7-12)	*3*
German (P-12)	*1*
Health (7-12)	*1*
History (7-12)	*4*
Physical Education (7-12)	*1*
Psychology/Sociology (7-12)	*1*
Spanish (P-12)	*1*
Visual Arts (P-12)	*1*

**Note: One program completer earned two teaching licenses, in physical education and in health. Another program completer*

discrimination Policy

son University does not engage in discrimination in its educational, student life, and employment policies ıst students, employees or prospective employees, on the basis of race, color, religion, ethnic or national n, age, disability, gender, sexual orientation or veteran status.

University complies with requirements of Titles VI and VII of the Civil Rights Act of 1964, the Age rimination in Employment Act of 1967 as amended, the Rehabilitation Act of 1973, Title IX of the :ational Amendments Act of 1972, the Veterans Readjustment Act of 1974, the Americans with bilities Act of 1990, and all other applicable federal, state and local statutes, ordinances, and regulations.

se Note

policies and practices outlined in this publication may be revised, revoked or supplemented at the etion of the University subject to reasonable time notifications. They are in no way to be considered :actual obligations.

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